



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS LAIVŲ PROJEKTAVIMAS IR STATYBA
(621H52001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF NAVAL ARCHITECTURE AND MARINE ENGINEERING
(621H52001)
STUDY PROGRAMME
at Klaipėda University

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Laivų projektavimas ir statyba</i>
Valstybinis kodas	621H52001
Studijų sritis	Technologijos mokslai
Studijų kryptis	Jūrų inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Laivų projektavimo magistras
Studijų programos įregistravimo data	1997 05 19, Nr. 565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Naval Architecture and Marine Engineering</i>
State code	621H52001
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 (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master Degree in Naval Architecture
Date of registration of the study programme	1997 05 19, No 565

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 The Centre for Quality Assessment in Higher Education

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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 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	Presentation of structure of Quality System
2	Thesis of graduates from programme in last 3 years

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

Klaipeda University (KU) was established in 1991 on the basis of the Decree No. I-640 dated 5th of October 1990. It offers Bachelor and Master programmes as well as PhD-programmes. The university includes seven faculties (Natural Sciences and Mathematics, Humanities, Marine Engineering, Arts, Pedagogics and Health Sciences) and a number of institutes (continuing studies, scientific research and so forth) and several centres.

The enrolment has grown up to 9342 students in 2010 then started to reduce to 6000 in 2013. Approximately 500 teachers (75 professors, 215 associate professors, lecturers and assistants) represent the academic staff. Teachers occupy about 300 full time equivalents, researchers about 50.

Klaipeda University has a vision to be the Western Lithuanian University and a leader of the national and Baltic Sea region for research and academic studies. Its main mission is to be a centre in Lithuania as a marine and a centre in the Baltic Sea region for research arts and academic studies. One of its priorities is research in marine sciences and marine studies such as: marine environment research, sea transport and engineering of marine technologies, hydrology and oceanography, marine economics, port technology management and port facilities. Its strategy is in compliance with the concept of Bologna Declaration and Europe 2020 strategy.

The Master degree programme Naval Architecture and Marine Engineering (NA&ME) is supervised by the Ship Engineering Department of KU Faculty of Marine Engineering which incorporates seven other departments.

NA&ME is an engineering discipline dealing with the design, construction and operation of marine vessels and structures. It involves basic and applied research, design, development, design evaluation and calculations during all stages of ship life-cycle.

The Centre for Quality Assessment in Higher Education (CQHAE) performed a previous external assessment in 2011. The study programme was accredited for three years. The Department, taking into account the recommendations of the 2011 report, performed a self-evaluation assessment in 2013.

A Self-Assessment Group was therefore formed on 10 October 2013 at the meeting of Ship Engineering Department (Minute No. 46 JT-L12) and approved by the KU's Rector on 15 October 2013 (order No. S-192). This team was composed of seven academic staff and lead by Professor Jonas Cerka. Generally the self-assessment report provides a fair and complete description and evaluation of the study programme.

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 *15th of October, 2014*. Team consisted of following members:

1. Prof. Janusz Uriasz (team leader) representative of the Polish Accreditation Committee, Head Institute of Maritime Technology, Faculty of Navigation, Maritime University of Szczecin, Poland.
2. Prof. François Resch, Expert of the French Engineering Accreditation Agency. Professor emeritus, Seatech engineering school, University of Toulon, France.

3. Prof. Reza Ziarati, Chair of Centre for Factories of the Future (C4FF) and Coordinator of MarEdu (C4FF and Piri Reis University)
4. Tomas Žemaitis, The Lithuanian Maritime Safety Administration (social partners representative), Lithuania
5. Justinas Staugaitis Kaunas Technological University (student representative), Lithuania

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Demand for graduates from Faculty of Marine Engineering mostly results from demand of Lithuanian maritime industry located in the coastal region. The state of the shipbuilding industry is well and concisely developed in the SER.

The Naval Architecture and Marine Engineering MSc programme is oriented towards training top quality engineering and scientific staff for shipbuilding and ship repair enterprises, specialized laboratories, research and development centres, ship classification companies, and for position in higher education institutions. Based on SER and on site meetings - majority of graduates work in companies and firms belonging to the Association of Lithuanian Shipbuilders and Ship Repairers. From the employers and graduates point of view the NA&ME programme is overall a good study programme.

The goal of NA&ME Master study programme is to prepare the second cycle specialists of technology science, enhancing their knowledge in the field of water transport engineering and marine technology. The programme of studies is structured following the description of general requirements to Master study programme (pursuant to order No. V-826) of the Ministry of Education and Science of the Republic of Lithuania, dated by the 3rd of June 2010). These goals are also formulated with regard to “Dublin descriptors” and EUR-ACE framework Standards for the accreditation of Engineering Programmes.

This Master programme is unique in Lithuania as it was also noted on site visit in meetings with administration, staff and social partners. Other formations in the same domain exist in Klaipeda at the professional bachelor level in the Lithuanian Maritime Academy and academic bachelor level in FME of KU. Students from those formations may continue their studies at the NA&ME Master level.

After acquiring the NA&ME Master’s qualification graduates can work as:

- designers and high quality constructors in companies designing maritime objects;
- researchers in specialized ship seagoing qualities investigation laboratories;
- chief specialists in companies performing shipbuilding, ship repair, technical maintenance and expert supervision works;
- lecturers at universities and colleges;
- start PhD studies;

The programme aims are therefore well defined.

Learning outcomes are based on the programme aims and assessed with regard to the labor market and demands.

Apparently there are some difficulties, recognized by the department itself, in forming a clear idea on the subject. SER mentions that “it is hardly possible to orientate the programme to more narrow specialization, which is the wish of employers” and that the programme will be re-adjusted in 2015 considering ongoing KU restructuring. Moreover learning outcomes area was also the weakest point of the former 2011 evaluation.

A general effort and an improvement are noticeable. Nevertheless the table on page 11 shows simply that all study modules are in accordance with the EUR-ACE Framework Standards for the Accreditation of Engineering programmes. It would be more logical to associate each module with its own learning outcomes in a more focused and clear way. Hereafter they will be linked to overall programme learning outcomes as expressed, for example, in the EUR-ACE framework.

In annexes of the SER, the learning outcomes associated with each module are sometimes inappropriate e.g. pages 35,40, 62...they should be redefined correctly. As an example, page 40 concerns the study module “Analysis and Synthesis of Mechanical Systems (T130M002)”; The learning outcome of course N°1 is expressed as “know the mechanical systems analysis and synthesis methods and the system design principles”: this does not say what the graduate student will be able to do with such a knowledge.

While programmes aims are well established, the learning outcomes are not clear or well defined. Their presentation should be reconsidered. Therefore the Table “Relationship matrix of study modules and the results (which should be called learning outcomes) should be completely reviewed and restructured. A two-dimensional table should show clearly which learning outcomes are realized by a particular subject (module). This is usually the case in most reports from other programmes. Applying EUR-ACE frame directly to all modules does not indicate what is their real utility and interest. Taking the same example as above with module T130M002, all the learning outcomes of table on page 11 are too generic to give a good idea of the real utility and interest of that particular course.

2.2. Curriculum design

The NA&ME programme complies with the requirement of the Lithuanian legal act in two aspects: - an academic one: Description of General Requirements of Master Study programmes (Order No. – 1551, July 2005) and an engineering one: General Regulation of Technology (Engineering) Studies (Order No. – 734, April 2005)

The scope of NA&ME study programme is 120 ECTS credits distributed over 4 semesters of 30 ECTS credits each (6 semesters for part-time students).

Recording to Table 2.2.3, page 15 of the SER, the teaching workload per student is of 550 h in 1st year (two semesters) and 195 h in second year (one semester). Corresponding self-study loads are 1039 h and 504 h, which is enough.

The majority of subjects, in the NA&ME programme, is the continuation of subjects provided during Bachelor’s studies. Most of the admitted students in NA&ME are recruited from these Bachelors studies.

SER mentions that the study programme was prepared and improved in collaboration with external social stakeholders. This gives a direct impact on quality of specialist’s orientation and training for practical activities. However, after the visit, it seems that the professional partners

should be involved more directly in the programme through regular meetings, delivery of specialized lectures, and be present in final defense of students' theses and so forth.

Although it is mentioned that the NA&ME Master's thesis is based on analytical and independent research, evaluators could check that the proposed subjects are in good agreement with practical engineering applications. This is a clear implementation from last evaluation.

Optional modules are found in semester 2 and 3. Due to the too small number of students this choice cannot be offered to all students. The curricula should be reconsidered.

Although learning outcomes are not properly defined for every module, the content of the subjects corresponds to the objectives of the programme as required by the labor market. The total workload and the general architecture of the programme ensure the achievements of planned learning outcomes. They also correspond to Master level.

2.3. Teaching staff

Ten lecturers (3 professors and 7 associate professors) were members of the NA&ME academic staff in 2012-2013. All lecturers are full-time. The selection and recruitment are executed according to Law on Sciences and Studies of the Republic of Lithuania. Newly employed lecturers shall have no less than three years pedagogical work experience in the sphere of the module they are teaching.

The average age of lecturer in the academic year 2012/2013 is 53,6 years, which is rather high. The rate of pedagogical work is 700-800 hours per academic year. Contact hours shall constitute no less than 30% of the pedagogical workload of a lecturer (20% for a professor). Due to rather small group of Master study, the lecturer / students ratio fluctuates from 1/7 to 1/5, which is rather good for students.

The lecturers of NA&ME programme of full-time Master's studies cooperate with members of the association of Lithuanian Shipbuilders and Repairers and with other companies engaged in ship design, repair and ship maintenance and renovation activity. Most of lecturers obtained a practical experience outside the University of Klaipeda. Experts found that there is a noticeable international mobility among the NA&ME academic staff: the majority of professors and associate professors are involved in reading lectures in institution of other countries, doctor degree juries and expert activity.

The scientific activity has been rather good over the last three years: 4 monographs, 6 course-books, 8 methodical teaching tools, 17 articles in English journal with citation index, 13 articles in foreign reviewed scientific periodicals, 85 participations in international conferences. Fifty per cent of the staff participates in international conferences and professors travel frequently. The self-evaluation report mentions that there exists a need to strengthen the base of scientific research and to increase the number of researchers

During meeting with teaching staff, it was mentioned that students evaluate teaching and teachers every semester. A questionnaire is furnished with the teaching files. Considering there are only 5 students, an oral discussion would be more appropriate than a written questionnaire. Anyway, teaching evaluation by students should be enhanced.

The NA&ME pedagogical staff shows competences and activity of a good level. However, it does not seem to have a clear idea on the Bologna process and for the formulation of learning outcomes. It turned out that teachers do not know what is a learning outcome and how learning outcomes should correspond to programme learning outcomes, evaluation of students

and achievements of learning outcomes. Therefore a series of presentations on the general Bologna statements (ECTS, learning outcomes, descriptors, diploma supplements...) would be useful.

2.4. Facilities and learning resources

The premises provided for the NA&ME at Klaipeda University are sufficient for the very small number of students enrolled per year (an average of 5 over last six years): auditoriums, 4 laboratories, 2 specialized rooms and 2 computer classes with 25 workstations.

The number of workplaces of training laboratories seems sufficient and the general technical state of most of the laboratories is good. A hydromechanics laboratory is used for student training, as well as a shipbuilding and ship repair technology room.

The Ship Engineering Department has 4 specialized laboratories located in the premises of Marine Engineering Faculty with the following equipment: water channel for ship models, equipment for ship propulsion simulation, cavitations analysis stand, simulation of ship rolling and mechanical vibration measurements.

New equipment arrived and, although they could be enhanced, the facilities and learning resources are adequate both in size and quality. They should be kept up to date as technology is changing fast. As identified in the meetings a new building for the Faculty of Marine Engineering is planned by KU.

The number of computers is quite sufficient with the use of classical software as MatCad, MatLab, OrCad as well as single-purpose software packages for solution of special ship design tasks. Over 90% of students have personal computers with an Internet connection in dormitories.

Faculty provides library facilities and reading rooms with sufficient number of books dedicated to NA&ME programme and conditions of use are favorable both for students and lecturers. Course books, books, scientific journals, specific publications and periodicals are accessible to students every working day from 10.00 a.m. to 6.00 p.m. and last Saturday of every month, except during examination time where the Faculty library is open every Saturday. Moreover, lecturers of NA&ME study programme have prepared methodical publications, course books and monographs.

2.5. Study process and students' performance assessment

Student admission meets the rules and procedures set by KU Study Regulations. Admission requirements are clear and publicly accessible. Bachelors of technology science programmes are admitted to the NA&ME master degree studies without entrance examinations, by simple competition score whose rules are clearly defined in SER. A special treatment (bridging courses) for the recruitment of Professional Bachelors candidates is proposed to compensate studying results between Professional and University Bachelors. Admitted students have quite high learning average marks. It should be noted that only five admitted students from five candidates are not sufficient at this Master level

Each semester contains 15 weeks of lectures and one week of self-studies. The lectures for Master level students are held in the afternoon due to the fact that some students have part-time job. All students, present in the evaluation meeting (10 for two years), were full-time students, except one who was a part-time student. In agreement with their teacher, students form the

timetable of the examination session. Drop out is low as the number of students is very low. In Experts opinion the department should increase the number of students and make efforts to attract new ones.

There are several kinds of scholarships: social, “onetime”, study, FME board, Memorial. Apparently they are not sufficient since the SER mentions there are “not enough government financed places”. All students as it was witnessed during the meeting, at this Master level, are working outside from university to support their studies. They choose the Master programme because they think they will get a better job in terms of responsibilities and salaries.

Organization of the study process is adequate for ensuring proper delivery of the programme. The assessment structure is well presented and criteria are clear, accessible and stable despite the fact that learning outcomes are not well defined. The final assessment of the study course indicates the extent of the student’s knowledge, capacities and competences. Once a year, the student’s Association sends by email an assessment file to students.

The scope of the final thesis is based on independent research. Evaluators could check that the subjects are relevant and deal with practical engineering applications. Representatives of Marine professions could be present in the final defense.

From the meeting with students experts got impression that students did not seem aware of the importance of learning outcomes, which were not clearly presented, and explained to them at the beginning of each module.

Due to the very small number of students per year and the fact that students are working, mobility cannot be developed properly. ERASMUS and other placement programme grants were attributed during the last 5 years (one in 2013, four in 2012, one in 2011 and one in 2010). Students who would like to study abroad should be offered more possibilities.

Employment of postgraduates is fairly good because the Faculty of Marine Engineering of KU is the unique place in the Baltic States, training ship designers and engineering personnel for shipbuilding and ship repair industry. Most of the students get a job in the marine engineering area: table 2.5.4. in the SER indicates such 14 graduate positions.

After the meeting with social partners experts believe that employers would be willing and interested in participating more actively in the programme management. For example, they never heard about Learning Outcomes for which they should contribute to the elaboration.

2.6. Programme management

A Programme Committee has been founded in the Faculty of Marine Engineering to improve the quality of its various degree programmes. The Faculty has a Module Certification Commission, which evaluates and assesses new and updated study subject programmes (modules). Study programmes are analyzed, supplemented or amended every two years.

The department is responsible for programme strategy and development. Departmental meetings occur at least once a month. The department is conducting two programmes: a first cycle (bachelor) in Naval Architecture and a second cycle (master) in Naval Architecture and Marine Engineering.

University of Klaipeda is in charge of the internal quality assurance, since 2011 determined by the “Description of Klaipeda University Internal Study Quality Management System Concept” which was presented during the meeting with administration. It regulates: study programmes,

degree awarding, student's assessment procedures, teaching staff quality assurance, study information and publicity. KU has a study programme self-evaluation system.

Students are involved in programme evaluation. Self-evaluation groups include representatives of students. They are asked to complete a questionnaire to give their general opinion on teaching. Close relations are maintained with FME Student Union that organizes its own survey on teaching. Graduates are also interviewed. There are also close relationships with the employers (most of the time they are FME graduates) but their participation should be enhanced in the various aspects of the programme.

The department proposes a yearly anonymous student survey to students covering academic syllabuses and teacher assessment (results are confidential). Information about internal quality assessment is available to students, teachers and social partners. It is accessible through the university web site. The ship engineering department page introduces the current information for students and other interested social partners (<http://www.ku.lt/struktura/katedros/laivo-inzinerijos-katedra/>).

It has to be emphasized that Klaipeda University has significantly changed and improved its management processes since the last NA&ME evaluation in 2011. Previous recommendations from 2011 stipulated: "The whole programme management process should be clarified and defined for future reviews. A specific committee at the department or study programme level should be established with the task to implement, assess, review and develop the study programmes ». As an example, the university regularly conducts students and employers enquiries, the data being analyzed by the department. This recent improvement in method quality will have to continue some years before reaching full efficiency.

The Department and the Faculty should assure that the programme is effectively in compliance with Bologna declaration and Europe 2020 strategy. For that they could organize sessions of formation on the Bologna Process for their staff, which would be very helpful in elaborating Learning Outcomes.

II. RECOMMENDATIONS

1. Learning Outcomes should be elaborated clearly for each module and presented in a two-dimensional table showing precisely which Learning Outcome is attained by a particular module.
2. Teachers should elaborate learning outcomes in a well-defined manner with the help of stakeholders. More formal meetings should be organised between professionals and the faculty staff.
3. Some Learning Outcomes, as mentioned in analysis, are inappropriate and should be rewritten.
4. Participation of professionals should be enhanced in the various aspects of the programme: definition, learning outcomes, lecturing, presence in final thesis defence.
5. The number of students should be increased and efforts should be made to attract new students.
6. Facilities and material resources should be continually developed and updated as technology is changing fast.
7. Teaching evaluation by students should be enhanced using written questionnaire or oral discussions, as it is part of the Quality Management System.
8. The department should make teachers and stakeholders aware of Bologna Process and Learning Outcomes issue

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

Evaluation team noted a lot of good practices in running of Naval Architecture and Marine Engineering study programme. Examples of excellences were not observed.

V. SUMMARY

Naval Architecture and Marine Engineering (NA&ME) Master study programme of the Faculty of Marine Engineering (Ship Engineering Department) of the Klaipeda University was evaluated on October 15, 2014. The general picture is positive. The visit was well prepared and organized. Meetings and discussions with administrative and academic staff, students/graduates and professional stakeholders were direct and instructive. Self-Assessment Report was clear and well documented. The NA&ME programme is exclusive in the region, therefore graduate employment rate is high.

The Centre for Quality Assessment in Higher Education (CQHAE) performed a previous external assessment in 2011. The study programme was accredited for three years. The Department, taking into account the recommendations of the 2011 report, performed a self-evaluation assessment in 2013. Since 2011 the programme was improved according to the recommendations made by the experts concerning the identified weak points.

Since then one can notice a real improvement. Nevertheless, the elaboration of Learning Outcomes and more generally the concept of the Bologna Process have to be adjusted. An effort is still necessary to understand the full interest of this framework, including participation of stakeholders (professionals and students). External help, available in Lithuania or abroad, could be fruitful. This would be the last step towards full accreditation.

We saw a general progression but the following points will have to be looked after carefully: facilities and laboratory equipment, teaching evaluation from students, number of students admitted, engagement of stakeholders and mobility. In this report one will find recommendations to help improving the programme.

VI. GENERAL ASSESSMENT

The study programme *Naval Architecture and Marine Engineering* (state code – 621H52001) 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

*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: Prof. Janusz Uriasz
Team leader:

Grupės nariai: Prof. François Resch
Team members:

Prof. Reza Ziarati

Tomas Žemaitis

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<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Laivų projektavimas ir statyba* (valstybinis kodas – 621H52001) 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

Klaipėdos universiteto Jūrų technikos fakulteto (Laivo inžinerijos katedra) magistrantūros studijų programa „Laivų projektavimas“ buvo įvertinta 2014 metų spalio 15 dieną. Bendra situacija yra teigiama. Šis vizitas buvo gerai parengtas ir organizuotas. Susitikimai ir diskusijos su administracija bei akademinio personalu, studentais / absolventais ir specialistais-socialiniais dalininkais buvo atviri ir naudingi. Savianalizės suvestinė yra aiški ir tinkamai pagrįsta dokumentais. Laivų projektavimo programa – vienintelė tokio pobūdžio siūloma programa visame pajūrio regione, todėl jos absolventų užimtumas yra didelis.

Ankstesnę išorinę vertinimą Studijų kokybės vertinimo centras (SKVC) atliko 2011 metais. Šiai programai buvo suteikta trejų metų akreditacija. 2013 metais savianalizės suvestinė buvo parengta atsižvelgiant į 2011 metų vertinimo išvadose pateiktas rekomendacijas. Nuo 2011 metų ši studijų programa buvo patobulinta pagal vertinimo išvadose pateiktas ekspertų rekomendacijas.

Nuo to laiko pasiekta akivaizdžios pažangos. Tačiau numatytų programos studijų rezultatų tolesnis plėtojimas turėtų būti suderintas su Bolonijos proceso koncepcija (bendresne prasme). Reikia įdėti daugiau pastangų, norint suvokti visą šios sistemos naudą, įskaitant ir tą, kurią atneša socialinių dalininkų (specialistų ir studentų) dalyvavimas. Galėtų praversti ir iš Lietuvos ar iš užsienio teikiama išorinė pagalba. Tai būtų paskutinis žingsnis galutinės akreditacijos link.

Mes matėme bendrą pažangą, bet atidžiau reikėtų spręsti šiuos klausimus: materialioji bazė ir laboratorijos įranga, studentų atliekamas dėstytojų darbo vertinimas, priimtų studentų

skaičius, socialinių dalininkų dalyvavimas, judumas. Šiose išvadose pateikiamos programos kokybę gerinti padėsiančios rekomendacijos.

<...>

III. REKOMENDACIJOS

1. Kiekvieno modulio numatomi programos studijų rezultatai turėtų būti aiškiai išdėstyti ir atskirai pateikti dvimatėje lentelėje, tiksliai nurodant, kokių numatomų studijų rezultatų bus galima pasiekti, pasirinkus vieną ar kitą modelį.
2. Dėstytojai, padedant socialiniams dalininkams, turėtų tobulinti numatomus programos studijų rezultatus ir tiksliau juos apibrėžti. Reikėtų organizuoti daugiau oficialių specialistų ir fakulteto personalo susitikimų.
3. Kaip pažymėta analizėje, kai kurie numatyti programos studijų rezultatai yra netinkamai apibrėžti ir turėtų būti suformuluoti iš naujo.
4. Reikėtų aktyviau socialinius partnerius įtraukti į veiklą, susijusią su šiais studijų programos aspektais: programos apibrėžtis, numatomi programos studijų rezultatai, paskaitų skaitymas, dalyvavimas ginant baigiamuosius darbus.
5. Reikėtų didinti studentų skaičių, dedant pastangas pritraukti naujų studentų.
6. Turėtų būti nuolat plėtojami ir atnaujinami materialieji ištekliai, kadangi technologijos sparčiai kinta.
7. Reikėtų skatinti studentus aktyviau vertinti dėstytojų darbą (pildant klausimynus ar organizuojant diskusijas), nes toks vertinimas – studijų kokybės valdymo sistemos dalis.
8. Fakultetas turėtų informuoti dėstytojus ir socialinius dalininkus Bolonijos proceso ir numatomų programos studijų rezultatų klausimais.