SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto

JŪRŲ UOSTŲ VALDYMAS **STUDIJŲ PROGRAMOS (621H53001)**

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *SEA PORT MANAGEMENT*

(621H53001) STUDY PROGRAMME

at Klaipėda university

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Jūrų uostų valdymas*
Valstybinis kodas	621H53001
Studijų sritis	Technologijos mokslų studijų sritis
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	Jūrų uostų inžinerijos magistras
Studijų programos įregistravimo data	2009-08-31 , Nr.1-73

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	**Sea Port management**
State code	621H53001
Study area	Technology Sciences
Study field	Marine engineering
Kind 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's Degree in Sea Port engineering
Date of registration of the study programme	2009-08-31 , Nr.1-73

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CONTENTS

I. INTRODUCTION

1. Klaipeda University (KU) was founded in 1991. KU is a classical university in the Baltic Sea and Western Lithuania region of economic, cultural and geopolitical distinction. KU was founded to provide studies and carry out scientific research on marine and pre-costal zone subjects. The distinctive features and the related mission component of the University are clearly described, as well as the general description of the University and its management.

2. The self-assessment working group assessing the study programme Sea Port Management was formed and approved in October 2012 (Shipping Department, Minutes No. 46JT-L2 and order No. S-193 of the University's Rector). The team comprised Head of the Shipping Department assoc. prof. dr. Valdas Lukauskas, three other members from the academic staff, one student and one person from the stakeholders. It is praiseworhy that these three key groups were represented in the team.

3. The postgraduate Sea Port Management study programme was launched at KU in 1994. The programme was last accredited in 2009 until 2013-12-31 by Order No. 1-73 of 2009-08-17 of the Director of the Centre for Study Quality Assessment.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

This distinctive study programme serves a growing need for Sea Port Management professionals and scientists and reflects academic requirements, as well as engineering at the second cycle study level. Furthermore, the name of the programme, its learning outcomes, contents and qualification are in harmony.

The main aim of the programme comprises a long list of objectives mentioned in the SER. The aims and objectives are sensible as such but some clarification or structuring could have been done in presenting them. On the other hand, the programme aims are publicly available on the KU website.

The programme aims reflect the academic and professional requirements, public needs and the needs of the labour market. The employers clearly confirmed the need for graduates from the study programme now and in the future, especially because the Port of Klaipeda is constantly growing and introducing new facilities and technology, such as a LNG (Liquefied Natural Gas) Terminal.

The analysis of the SER (Self-Evaluation Report) revealed that the programme aims are consistent with the type and level of studies and the level of qualifications offered.

The learning outcomes are well and clearly defined in the SER. The discussion with the employers indicated that the students have good basic skills and knowledge that can and should be complemented with the special skills needed in the labour market.

According to the SER, the current market situation is considered to determine the market needs

and requirements of the study outcomes. As an example, the employers mentioned the need to master and develop new Port technologies. LNG content was suggested to be included in the study programme and the students indeed told having received some tuition on the topic.

2. Curriculum design

According to the SER, 72 ECTS credits are allocated for subjects of the study field (Block B) and 48 credits for scientific research (Block C). From the latter block, 30 ECTS are allocated for the Master's Thesis. The Order No 826 of 2010-06-03 of the Minister of Education and Science and the KU Senate resolutions require that there should not be less than 70 credits allocated for the study field subjects and for scientific research, not less than 40 credits, out of which at least 30 credits are allocated for the Master's Thesis. Therefore, it is clear that the distribution of the study programme's credits fulfils the requirements of the said Order. Furthermore, the study field subjects include 12 credits of elective study modules, mentioned as Specialty Subject Alternatives in the Study plan of Sea Port management.

In addition, the study subjects are spread evenly throughout the semesters, the last one allocated solely for the Thesis work. In the SER, the cross-table between the study subjects and learning outcomes (Logistic diagram of Sea Port Management Study programme) shows that the learning outcomes (A - Knowledge and Understanding, B - Engineering Analysis, C - Engineering Design, D - Investigations, E - Engineering Practice, F - Transferable Skills) and their subgroups (e.g. D4 – the ability to critically evaluate data and draw conclusions) are comprehensively covered in the Study Programme. Therefore, the study subjects are appropriate for the achievement of the intended learning outcomes. The curriculum design is also systematic and clear and at the level of study subject modules, very detailed and informative.

In one of the annexes of the SER, the contents of the study modules are described and structured according to the Study Programme's learning outcomes. This makes the curriculum design, in principle, transparent and a good instrument to see and ensure that the Programme's learning outcomes are reflected in teaching, studying and learning even at the course/module level. However, there are some irregularities in the module descriptions. In Module *Ship Types, Design Conceptions, Application*, the module's learning outcome No. 3 is not connected to any category of the Programme learning outcomes. Secondly, in the Module *Development of Port Superstructure*, the connections between the module's learning outcomes and the Programme learning outcomes are not indicated at all. Therefore, it is recommended that KU should update the module descriptions to correct any irregularities between the learning outcomes of the study modules and the study programme.

The SER's chapter on Curriculum Design does not give a very clear picture how the content of the programme reflects the latest achievements in science. It is mentioned that the subject topics are related to current events and are sufficiently detailed and based on the research of the teaching staff and new publications. Furthermore, the SER's Table on the study programme's learning outcomes contains areas that illustrate the study programme's relation to the latest achievements in science, such as A5, comprehension of new and important field of study in maritime ports and transport engineering research and development.

The SER annex on the study subject modules contains references to the relation between the learning outcomes and achievements of science. For example, the study module Research and Innovation Fundamentals, cover the following and some other learning outcomes:

- Knowledge about new and important scientific research in mechanical engineering and manufacturing fields.

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- Knowledge about contemporary trends of scientific research in EU and Lithuania is acquired. Abilities to search scientific information and analyze it are developed. Knowledge about contemporary trends in recycling industry's scientific research, modern technology, research methods and development trends is acquired.

For this study subject module, the reference list contains five references and only for two of them, the year of publication has been mentioned (2005 and 2002). As additional literature, the database www.sciencedirect.com is mentioned.

It is recommended that the literature's publication years are added comprehensively to allow for systematic follow-up of the literature's topicality. Furthermore, general remarks on utilising databases may not be sufficient and should be specified and narrowed down as appropriate to make them more informative and useful for the lecturers and students.

There are some study modules where a higher profile of reflecting the latest achievements in science could be possible, maybe even necessary. Such modules comprise, e.g. Scientific Research 3 where no reference is made to the Programme learning outcome A5, comprehension of new and important field of study in maritime ports and transport engineering research and development. Another example is the Module *Logistics and Administration*, where the module learning outcomes 3 and 4 are connected with the study programme's learning outcome A5 but this is not reflected in the wording of the module's learning outcomes. Furthermore, in the module *Port Dredging and Environmental Issues*, the first learning outcome of the module comprises Study dredging problems and *environmental impact*. There is no indication in the module description about the way in which the latest research findings on the environmental impact of dredging are taken into consideration in the delivery of the study module.

Another indicator of the curriculum design's relation to the latest achievements in science is the literature used and its topicality. A numerical analysis of the references made to literature in all the study modules, additional literature included, resulted in the following numbers:

Year	Number of references to publications from the year
2007	8
2008	8
2009	8
2010	7
2011	12
2012	0
Total	**137**

It can be seen, for example, that the number of references to literature from the 5-year period between 2000 – 2004 (65) has been almost double in comparison to that of during the 5-year period between 2008 – 2012 (35). Therefore, KU should more systematically monitor and update the literature and make sure that an optimal selection of relevant and current, national as well as international literature and sources are always available. The general view of curriculum design is good and positive; however, some improvements towards excellence should be made in the future.

3. Staff

The study programme is provided by staff meeting legal requirements. The qualifications of the teaching staff are adequate to ensure acquisition of the learning outcomes, all having doctoral

degrees and in most cases substantial pedagogical and practical experience. Furthermore, individual teachers' scientific interests and subjects coincide with each other. The number and turnover of the teaching staff suffices for achieving the learning outcomes and an adequate provision of the programme.

According to the KU Senate decision (11-51 of 2011-05-06), the workload norm of the teaching staff is 700 – 800 academic hours per year. As shown in the SER's Table on the Sea Port Management study programme teachers' workload, four persons out of the nine teachers have an annual teaching workload exceeding the upper limit of the norm by 54 to 112 hours. Reducing the teaching load of the teachers that are actively involved in scientific research work was also mentioned in the SER as an area for improvement.

The issue of allocating time may become more accentuated when all the activities of the staff are taken into consideration. The teachers admitted that time management is always a problem that needs to be addressed.

The teaching staff is sufficient for ensuring the learning outcomes in the light of the reasonable age structure of the staff reported in the SER, with the same percentage of staff in all three age groups (during the years 2008 – 2012, 3 persons in the age group 33 – 44 years, 3 persons in the age group 45 – 49 years and 3 persons in the age group 60 and over).

According to the SER, The professional development (PD) of the teaching staff is taken care of, e.g. by attesting the teaching staff every 5 years in accordance to the order established by the KU Senate, in order to oblige consistent growth and raise of qualification amongst the staff. For example, professional development courses and seminars have been arranged on study quality, specialty areas (e.g. Green Propulsion Workshop) and General Competencies (e.g. Personnel Management in Teaching). Teacher mobility is also used as a means to PD.

However, the information in the SER and from on site visit reveals that there is a large variation amongst the staff regarding participation in international mobility. As reported by the University, only two of the teaching staff has participated in international mobility during the years 2008 - 2012. This is a drawback because international mobility would give the teaching staff opportunities to learn about new pedagogical methods and tools, professional practice, new developments and future prospects in the field of Sea Port Management abroad, get information about useful scientific and development projects, take part in them and widen their and the University's international network. All this would contribute to developing and enriching the study programme and furthermore, enhance the teachers' language skills.

The SER's Table illustrating the staff's participation in research projects shows evidence that some of the teachers have been involved in research directly related to the study programme, for example, within the field of LNG (2011 – 2012 LNG terminal navigation study, V. Paulauskas) and oversize cargoes transportation strategy in the Baltic Sea Region (2009 – 2011, V. Paulauskas and others). The LNG project can be connected to the study module *Maritime Development Problems and Study Directions*, and the latter project, e.g. to the module *Cargo Flows and their Management* and *Transport systems and their management.* However, the information on research projects was not clear enough to show comprehensively how the projects relate to the study programme and whether they are primarily research projects or at least partially development projects.

Another finding is that participation in research projects and international scientific conferences is distributed unevenly from person to person. There are some persons that have participated significantly less or not at all in comparison to their colleagues. According to the interviews, all

the teachers do not have the same prerequisites to participate.

Making the teaching staff's participation in international mobility, research activities, international scientific conferences and development projects wider and more comprehensive would contribute crucially to developing the teaching and learning methods, the study programme content, the scientific level and topicality of the programme in relation to the latest achievement in science and technology, as well as research methods and research work in general. At the same time, the international network and visibility of the Department and Study Programme would become wider, enhancing the students' international mobility as well. In fact, development of the teaching staff's participation in international mobility, research activities, international scientific activities and development projects has potential to enhance the activities in all the evaluation areas – from programme aims and learning outcomes to programme management having in mind that the programme assessed is of Master of science level.

4. Facilities and learning resources

On a yearly basis, there are about 20 students attending the study programme. For a small group like this, the premises and equipment described in the SER are mostly sufficient and adequate. This was verified by observations and questions during the visit to the premises. It is also very positive that the students are asked by administration for feedback e.g. on the premises and that corrective action is taken when necessary.

The laboratory facilities and their equipment are also good. In addition, KU has a specialised multipurpose navigation simulator to be utilised in studies and research. The interviewees informed the team that Port of Klaipeda had recommended the University to acquire a simulator. The students confirmed the good quality of the laboratories, simulator and software.

A modern and versatile simulator system offers new opportunities but at the same time, careful consideration is necessary to ensure that the simulator is applied to activities that conform to the aims and learning outcomes of the study programme. This should be kept in mind also when expanding the simulator with additional hardware and software.

Furthermore, to use a specialised multipurpose navigation simulator in education, good simulator trainer skills are necessary. It was found out during the site visit that only one of the teachers has obtained adequate training and skills to use the simulator. It is recommended that continuance of this expertise is secured, e.g. by training another member of the teaching staff to become a certified simulator trainer and user.

The teaching materials are adequate and accessible and the students can use the online catalogue, as well as many useful Lithuanian and foreign books, publications and scientific journal databases, such as eBooks Collection, KTU E.knygos, Oxford Reference, Academic Search Complete, MasterFILE Premier and Taylor & Francis. What is more, the study programme's teachers prepare and provide the students with tailor-made teaching materials - according to the SER, six methodological publications, learning textbooks and monographs for studies were issued during the years 2008 - 2012 (e.g. Ship Operation in the Port). However, it was found out during the visit to the University that enlarging the availability of e-books should be considered. Finally, some of the students feel that there are difficulties in finding literature.

On the basis of the visit to the premises, their accessibility for disabled persons should be checked and if relevant national requirements are not fulfilled, the arrangements should be corrected accordingly.

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5. Study process and student assessment

As reported in the SER, there are two routes to the study programme, one without entrance examinations for those with a relevant higher university education and the other for other applicants. When summing up the competition scores, part of the scores are based on the earlier final paper, as well as earlier scientific publications. This contributes to admitting new students with the motivation and competences to the second cycle study programme that has a strong orientation towards scientific research and activity. The admission requirements and process are sensible also in the light of increasing numbers of applicants and admitted students.

16 weekly classroom hours give sufficient room for other forms of teaching and learning. The students informed the expert team that the teaching schedules can be adjusted if necessary. Furthermore, lectures are often held in the evenings to take the part-time students' needs into consideration.

The Study plan, as well as other relevant information in the SER suggests that the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

According to the SER, the students take part in scientific – research work in the form of preparing their final papers and presentations in local, national and international conferences. The SER also included the information that most of the Master degree students prepare presentations for the young scientists' conference "Technology Science Works in Western Lithuania". The students told during the interview that many of them attend the conferences and even give their own papers during them. Unfortunately, there was no statistics available on this.

According to the SER, the Sea Port Management students are for known reasons (earlier orientation towards studying abroad or prioritising a career in Lithuania) not active participants in the ERASMUS programs. The interview of the students revealed no further information. Nevertheless, Sea Port Management and related research activities are in many cases international, even global in nature and therefore, it is recommendable to build up student mobility in the future.

There is a versatile range of academic support available for the students. For example, as the percentage of research and independent study in proportion to other studies is high and approaches the upper limit of the general requirements (78% out of the 80% maximum), the interviews revealed that constant meetings are held with the students and there is a timetable for consultations available to them. What is more, the students stated that they are provided with a list of potential topics for the Master's theses if they cannot find a topic by themselves.

In addition, the Career Centre is in many ways a good resource for the students. Social support is also taken care of (e.g. dormitories and recreational areas), also by the Student Representation.

Financially, there are state-funded study places and secondly, there are scholarships and other financial support that the employers offer, as was described to the team during the interviews.

The assessment system of the student's performance is very systematic and transparent and the interviews made it clear that it is explained to the students during the first lectures of the study modules and is made available to them in the study programme's information system.

The interviews revealed that the University does not have a licence to software for analysing the students' scientific texts to counteract plagiarism. The teachers can possibly access and use the software in the Kaunas University. Although the KU teachers informed the team about

alternative methods, such as multi-step analysis and pre-check of theses, new or unused solutions to counteract plagiarism should be explored and introduced, if applicable.

Taken into account the list of 30 graduates' employment presented in the SER, more than half of the graduates from the years 2010 – 2012 have been employed to assignments related to port activities, maritime business or logistics. During the same years, two graduates started studying at the Doctoral level.

6. Programme management

As explained in the SER, The University has documented procedures for decisions and monitoring of the study programme. The responsibilities for the programme implementation, monitoring and decision-making have been allocated for the different levels (Faculty and Department). In practice, there are permanent Committees and Commissions for programme management, as well as designated persons to lead these organs.

The University has introduced study quality assurance principles and standards in 2011. Quality thinking, e.g. constant upgrading of the study process, can be seen in various parts of the SER.

Various information and data on the implementation of the programme is collected, such as activity reports, topics of theses, dropout data and practice reports. The expert team was informed during the interviews that the evaluations based on the students' feedback about the teachers' teaching skills can be accessed by the students. Furthermore, appropriate steps are taken if the students' feedback indicates a need for improvement.

The stakeholders (students, employers and Alumni) are involved in the evaluation and improvement processes as respondents for approved questionnaires. The Student Union's own surveys are also utilised, as well as the students' participation, e.g. in the FME Council. The students confirmed this during the interview and gave an example of contributing successfully to decisions on the interests of the students.

The network between the University and the working life is versatile and contributes significantly to the programme evaluation and improvement processes. One of the key contributing factor is the fact that the graduates are typically employed by companies and organisations situated in Klaipeda and nearby areas. Taking into consideration the information presented in the SER and verified during the interviews, involvement of the stakeholders can be highlighted as one of the strengths of the study programme.

According to the SER, the University has formalised the relations with the stakeholders by using a structured questionnaire and by incorporating the stakeholders into a self-assessment group. Formalised cooperation with the stakeholders could still be developed, e.g. by arranging regular and documented cooperation, as well as thematic surveys on topics such as qualitative and quantitative anticipation of training needs in the field of Sea Port Management.

The University has growing prerequisites for good internal quality culture and practice as the quality management system is being expanded and developed to cover all areas of the University's activities. However, the interviews revealed that all the students are not familiar with the University's quality management system. The University should inform the students more actively and regularly about the quality management system, encourage them to give feedback and give the students more information about the steps taken on the basis of their feedback. This would enhance their contribution in developing the study programme. At the same time, it is a question of internal communication in general within the University – there is always room for development in this sense.

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III. RECOMMENDATIONS

1. Participation in research projects, international scientific conferences and international mobility should be arranged more comprehensively for the whole teaching staff. At the same time, excessive workloads should be avoided.

2. International student mobility should be enhanced.

3. The students should be informed more effectively about the quality management system.

4. New or unused solutions to counteract plagiarism in Thesis work should be explored and introduced, if applicable.

5. The accessibility of the premises should be inspected from disabled persons' viewpoint and if necessary, corrected accordingly.

IV. SUMMARY

Programme aims and learning outcomes. This distinctive study programme serves a growing need for Sea Port Management professionals and scientists and reflects academic requirements, as well as engineering at the second cycle study level. Furthermore, the name of the programme, its learning outcomes, contents and qualification are in sound interconnection.

The programme aims and learning outcomes reflect the academic and professional requirements, public needs and the needs of the labour market. In addition, the programme aims are consistent with the type and level of studies and the level of qualifications offered. The learning outcomes are well and clearly defined.

Curriculum design. The curriculum has been designed according to relevant requirements of the national legislation, as well as internal orders of the University. The study subjects are spread evenly throughout the semesters and they are appropriate for the achievement of the intended learning outcomes. The curriculum design is systematic and clear. However, there are some irregularities between the learning outcomes of the study modules and the study programme. Some of the study modules may need also some clarification or updating in terms of literature and relation to the latest achievements in science.

Staff. The study programme is provided by staff meeting legal requirements. The qualifications of the teaching staff are adequate to ensure acquisition of the learning outcomes. Furthermore, individual teachers' scientific interests and subjects coincide with each other. The number and turnover of the teaching staff suffices for achieving the learning outcomes and an adequate provision of the programme. However, participation in research projects, international scientific conferences and international mobility is distributed unevenly from person to person. Teaching workloads are also distributed unevenly. Enhancements in these respects could be very useful in developing the study programme in a holistic way.

Facilities and learning resources. The premises and equipment available for the students are mostly sufficient and adequate. The specialised multipurpose navigation simulator is a promising learning resource. However, there may be problems in the accessibility of the premises from the point of view of disabled persons.

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Study process and student assessment. The student admission process contributes to admitting new students with the motivation and competences to the second cycle study programme that has a strong orientation towards scientific research and activity. The organisation of the study process has been designed to enable adequate provision of the programme and the achievement of the learning outcomes. The assessment system of student's performance is systematic and transparent.

There is a versatile range of academic support. The Career Centre is also a good resource for the students. The Student Representation also offers social support.

There is hardly any amount of student mobility. Another issue is that all possible means to counteract plagiarism have not been explored or introduced.

Programme management. The University has documented procedures for decisions and monitoring of the programme. The responsibilities for the programme implementation, monitoring and decision-making have been allocated for the Faculty and Department levels.

The University has introduced study quality assurance principles and standards. A quality management system to cover all areas of the University's activities is being developed. However, all the students are not aware of the system.

The stakeholders (students, employers and Alumni) are involved in the evaluation and improvement processes of the study programme. The network between the University and the working life is versatile and contributes significantly to the programme evaluation and improvement. Involvement of the stakeholders is one of the strengths of the study programme.

V. GENERAL ASSESSMENT

The study programme *Sea Port management* (state code 621H53001) at Klaipėda university is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	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.

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Santraukos vertimas iš anglų kalbos

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Jūrų uostų valdymas* (valstybinis kodas – 621H53001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
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)

<...>

IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai. Ši savita studijų programa tenkina didėjantį jūrų uostų inžinerijos specialistų poreikį ir yra pagrįsta akademiniais reikalavimais, taip pat reikalavimais antrosios pakopos inžinerinėms studijoms. Be to, programos pavadinimas, studijų rezultatai ir kvalifikacijos dera tarpusavyje.

Programos tikslai ir numatomi studijų rezultatai pagrįsti akademiniais ir profesiniais reikalavimais, visuomenės ir darbo rinkos poreikiais. Be to, programos tikslai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį. Numatomi studijų rezultatai yra apibrėžti ir aiškūs.

Programos sandara. Programa sudaryta laikantis atitinkamų nacionalinių teisės aktų reikalavimų ir universiteto vidaus tvarkos. Studijų dalykai nuosekliai išdėstyti per visus semestrus ir yra tinkami numatomiems studijų rezultatams pasiekti. Programos sandara sisteminė ir aiški. Tačiau

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yra kai kurių neatitikimų tarp studijų programos ir numatomų studijų modulių rezultatų. Be to, kai kuriuos studijų modulius galbūt reikėtų paaiškinti arba atnaujinti, jų metodinę medžiagą suderinant su naujausiais mokslo pasiekimais.

Personalas. Studijų programą įgyvendinantis personalas atitinka teisės aktų reikalavimus. Dėstytojų kvalifikacija yra tinkama numatomiems studijų rezultatams pasiekti. Be to, atskirų dėstytojų moksliniai interesai sutampa su jų dėstomais dalykais. Dėstytojų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti, dėstytojų kaita užtikrina tinkamą programos vykdymą. Tačiau atskiri asmenys nevienodai dalyvauja mokslinių tyrimų projektuose, tarptautinėse mokslinėse konferencijose ir tarptautinio judumo programose. Darbo krūvis taip pat paskirstytas nevienodai. Patobulinimai šioje srityje būtų naudingi tobulinant visą programą.

Materialieji ištekliai. Studijoms skirtos patalpos ir įranga iš esmės yra tinkamos ir jų pakanka. Specialus daugiafunkcis navigacijos modeliavimo įrenginys yra perspektyvi mokymo priemonė. Tačiau gali kilti su patalpomis neįgaliesiems susijusių problemų.

Studijų eiga ir jos vertinimas. Studentų priėmimo procedūra suteikia galimybę priimti naujus studentus, kurie yra motyvuoti ir gebantys mokytis antroje studijų pakopoje, tvirtai orientuotoje į mokslinius tyrimus bei mokslinę veiklą. Studijų procesas organizuojamas taip, kad būtų tinkamai įgyvendinama programa ir pasiekti numatomi studijų rezultatai. Studentų studijų rezultatų vertinimo sistema yra sisteminga ir skaidri.

Akademinė pagalba labai įvairi. Karjeros centras taip pat yra geras pagalbos šaltinis. Socialinę paramą teikia ir Studentų atstovybė.

Studentų judumas vos pastebimas. Dar viena problema yra ta, kad neišnagrinėtos ir neįdiegtos visos įmanomos antiplagijavimo priemonės.

Programos vadyba. Universitetas turi dokumentais įformintas su programa susijusių sprendimų priėmimo ir programos stebėjimo procedūras. Atsakomybė už programos įgyvendinimą, stebėjimą ir sprendimų priėmimą pavesta fakultetui ir katedrai.

Universitetas įdiegė studijų kokybės užtikrinimo principus ir standartus. Kuriama kokybės vadybos sistema, kuri apimtų visas universiteto veiklos sritis. Tačiau apie šią sistemą nežino nė

vienas studentas.

Socialiniai dalininkai (studentai, darbuotojai ir absolventai) dalyvauja studijų programos vertinimo ir gerinimo procesuose. Universiteto ir darbo rinkos (*working life*) ryšys lankstus; tai nemažai prisideda prie programos vertinimo ir gerinimo. Socialinių dalininkų dalyvavimas – viena iš šios programos stiprybių.

III. REKOMENDACIJOS

1. Visas akademinis personalas turėtų būti labiau skatinamas dalyvauti mokslinių tyrimų projektuose, tarptautinėse mokslinėse konferencijose ir tarptautinio judumo programose. Kartu reikėtų vengti pernelyg didelio darbo krūvio.

2. Reikėtų didinti tarptautinį studentų judumą.

3. Studentus reikėtų geriau informuoti apie kokybės vadybos sistemą.

4. Reikėtų ieškoti naujų arba dar netaikytų sprendimų, susijusių su kova prieš plagijavimą rašant baigiamuosius darbus, ir, jei tinka, juos taikyti.

5. Reikėtų tikrinti patalpų prieinamumą neįgaliesiems ir prireikus jas atitinkamai pritaikyti.

Studijų kokybės vertinimo centras