



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS *HIDROLOGIJA IR OKEANOGRAFIJA*
(valstybinis kodas -
6121CX014, 612F80002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *HYDROLOGY AND OCEANOGRAPHY* (state code - 6121CX014,
612F80002)
STUDY PROGRAMME
at Klaipėda University

Experts' team:

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2. **Prof. Andrew Cooper,** *academic,*
3. **Prof. Dr. Adam Weintrit,** *academic,*
4. **Dr. Christiane Weber,** *academic,*
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Evaluation coordinator -

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Hidrologija ir okeanografija</i>
Valstybinis kodas	6121CX014, 612F80002
Studijų sritis	Fiziniai mokslai
Studijų kryptis	Gamtinė geografiija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Fizinių mokslų bakalauras
Studijų programos įregistravimo data	2001-08-02, ISAK No. 1187

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Hydrology and Oceanography</i>
State code	6121CX014, 612F80002
Study area	Physical sciences
Study field	Physical Geography
Type of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor in Physical sciences
Date of registration of the study programme	2001-08-02, ISAK No. 1187

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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	Organisational structure of the Klaipeda University
2	Performance indicators of the program staff (<i>h-index</i>)

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

Klaipėda University (KU) was established October 5, 1990. The main aims of KU are scientific and educational quality development and efficiency, integration into the international academic activities and continuous development in marine researches field.

KU has a well-developed three-cycle study system: 58 undergraduate study programmes, 1 special professional study programmes, 57 graduate study programmes, and 10 post-graduate study programmes (including one in the study field of Ecology). The University presently has nearly 5,000 students and over 500 professors, associate professors, lecturers, and assistants. The number of KU graduates exceeds 31,000.

The Klaipėda University consists of 5 Faculties (Marine Technologies and Natural Sciences (MTNSF), Humanities and Educational Sciences, Social Sciences, Health Sciences, and the Academy of Arts), Institute of Continuing Studies, Research Institute of Baltic Region History and Archaeology and other structural units: Open Access Centre for Marine Research, Library, Botanic Garden, Publishing Office, and two ships for research and study purposes.

The Bachelor of Physical Geography study Programme in Hydrology and Oceanography was started at September 1st, 2001, Faculty of Natural Sciences and Mathematics becomes the independent unit of KU, while July 1st, 2015 were merged two faculties into new one Faculty of Marine Technology and Natural Sciences.

The Physical Geography studies are closely linked with the Klaipėda University maritime theme. Physical Geography programs associated with the purposes of Klaipėda University and preparation of marine professionals. Natural Sciences department carried out in 3 levels of Physical Geography programs. The Physical Geography Marine hydrology (Master) studies programme was started in 2008, and Joint PhD study programme of Physical Geography (Vilnius University, Klaipėda University, and Center of Natural Sciences) was registered and started from 2014 (No. V-702, 2014-08-01, Ministry of Education and Science).

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 23 October, 2017.

1. **Prof. Maris Klavins (team leader)**, *Professor of Department of Environmental Science, University of Latvia, Latvia;*
2. **Prof. Andrew Cooper**, *Professor of Coastal studies, School of Environmental Sciences, University of Ulster, Ireland;*
3. **Prof. Dr. Adam Weintrit**, *Professor of the Faculty of Navigation, Gdynia Maritime University, Poland;*
4. **Dr. Christiane Weber**, *Senior researcher at CNRS DRCE, France;*
5. **Mr. Sakalas Gorodeckis**, *board member of Geography and the Geographical Society, Lithuania.*
6. **Mr. Dionyzas Šlimas**, *student of Kaunas University of Technology of Chemical engineering study programme.*

Evaluation coordinator – Miss Lina Malaiškaitė

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The rationale for the programme lies in the needs of national and regional labour market and corresponds to strategic interests of Lithuania as a maritime country. Program aims and learning outcomes well fit to the position allocated for the Klaipeda University in the context of the place of the university in the national higher education space. Specialists in the field of hydrology and oceanography, as well as in and environmental protection and other related fields, are in demand at the divisions of Environmental ministry, Hydrometeorology services, harbours, municipalities, regional departments for environment protection, divisions of environment protection of municipalities as well as in private business. Communication at the development of the program content and definition of the learning outcomes between the programme management and the stakeholders is operated in an informal manner, however seems to be efficient. The program aims and learning outcomes are publicly accesible and described in details on the webpage of the university. Specificity of the programme lies in the strong education in natural sciences (chemistry, physics, mathematics, geography, geology, environmental aspects) that enables the students to meet requirements of local labour market and enable further education at MSc level. Further, many study topics related to physical geography are of relevance in respect to qualification obtained (hydrology, geochemistry, oceanography and others). In the curricula significant attention is paid to information technologies relevant to study topics (GIS, statistics, etc). Also study courses dedicated to general issues are included and their well balance the study program (courses like as marine law etc.). Of importance is practical training, highly appreciated by students. The programme aims and learning outcomes are well defined and they are

elaborated to reach the balance in respect to basic study subjects and subjects providing skills needed to be able to enter labour market already after graduation of the BSc program. The knowledge provided by the programme in general is in accordance with the content of study programmes in physical geography directions in other EU universities; however the study program management have to pay more attention to such comparative analysis to follow contemporary trends in the field. One of recently rapidly growing fields in the physical geography includes use of IT approaches, especially in meteorology, synoptics, hydrology, but these approaches find their application also in other related branches. Further actuality is related to knowledge and skills to use modelling methods, and also in this respect to learning outcomes should be analysed and updated accordingly development in corresponding field.

The aims of the programme are based on still existing lack of specialists with general knowledge and skills in physical geography and related fields, including ecology and environmental management, able to fill vacancies in labour market. The obtained knowledge and skills ensures need in knowledge to find employment in regional and national labour market. As a positive aspect can be considered orientation towards national needs as well as the needs of graduates in the Baltic Sea region countries.

Content of learning outcomes of the programme largely proves that the graduates will acquire competencies necessary for being professional in physical geography, especially in hydrology and oceanography and the BSc programme sufficiently prepares students to continue their studies or continue career in research. The implementation of learning outcomes support practical training – placements in enterprises, state institutions, institutes.

The learning outcomes in general are sufficiently reflected and correlate with the programme content with those of the subject level.

2.2. Curriculum design

Generally the programme structure is in line with the Lithuanian legislative requirements and in the direction of meeting EU standards. Subjects of study (modules) are taught in a consistent manner, subjects and topics are not repeated. There is suggestion to change the sequence of courses titled: Environmental Information Systems – 2nd semester and GIS (Geographic Information Systems) – 3rd semester. First should be GIS basic course and the next applications for example in Environment. The existing system of title selection of BSc thesis is not quite clear. The expert team thinks, that the choice of the BSc thesis topic in the second semester is

definitely too early. A student of the first year is not ready yet to make such an important decision.

The curriculum only partly takes into account the trends in the labour market, especially considering recent developments of remote sensing technologies, geographical information systems, monitoring technologies and only partly covers a wide range of transferable skills that will increase the employability of the graduates. The structure of the program should be maintained in line with the principle of maintaining a balance between theory and practice. It is essential to review the curriculum so as to follow trends in the labour market and incorporate an overt range of transferable skills that will enhance the employability of graduates from the programme. Further improvement of English language skills of students could be important allocating more hours in the study program curricula at BSc level as well as delivering of lectures in English language.

Expert team suggest to extend the bachelor's studies to eight semesters so that the curriculum takes into account more Internship (Outdoor practice), essential to develop competences needed in labour market. Presently too much of the study time is spent in form of contact hours, but several aspects of the skills and knowledge required in labour market are omitted, as it was indicated by graduates and employers.

2.3. Teaching staff

The program is delivered by a large number of staff (>30) including Professors, Associate professors, lecturers and assistants (usually MSc or PhD students). There is a good mix of levels of experience and a good gender and age balance which suggests long-term sustainability of the programme. Students particularly like the openness displayed by some younger members of staff in contrast to more traditional lecture delivery. The number and qualifications of academic staff clearly meet legal requirements. Staff is very well qualified to deliver the learning outcomes and their research shows a clear link to their teaching responsibilities. Part-time staff from other organisations and facilities of the Marine Studies Centre and Open Access Centre enhance the teaching staff profile. Good use is made of personnel from local marine organisations including social partners. A good relationship between staff and social partners was confirmed by social partners themselves.

There is a high level of engagement in EU, regional (Baltic Sea), bilateral and National research projects as the staff take advantage of their location on the Baltic Sea coast. Good use is made of opportunities for staff to travel to conferences and training events via University and Erasmus

funding sources as indicated by intensive participation in research conferences and Erasmus mobility programs. Most staff have an active publication record including ISI journals and a good level of conference outputs. Some staff have H indices over 20 while most are below 10. These indicators reflect a vibrant research culture that enhances the course content and delivery. It suggests that appropriate support is provided to staff to engage in these research activities. The unevenness of output mentioned in the previous evaluation Report (2011) is much less evident.

2.4. Facilities and learning resources

The BSc program is managed by the Faculty of Marine Technology and Natural Sciences, which fully occupies one 3-4 story historic building in the Klaipėda University camp and has some classes at other buildings. The faculty located at this building has four departments and separately the Center for Marine Science and Technologies. The BSc program established in the Department of Natural Sciences recently has physical resources for studies run as the equipped by modern multimedia auditoriums and by classes designed for natural science related works. The classes are 20-30 seats size and sure fit for recent graduating student numbers.

In all premises and classes Wi-Fi is available for the staff and students. Connection to the Lithuanian academic network is available. At the faculty there are few computer classes available for students, whose could use own laptops as well. The up-to-dated licensing of computers software is maintained by University Computer Centre. For the cartography, GIS and statistical learning purposes there are bought and installed for use the actual licenses of ArcGIS, SPSS and other related software in sufficient number to support study process.

The laboratory equipment is quite adequate for studies at the bachelor level although the laboratories themselves could be small for the number of students following the program and the equipment age related to the chemistry works could be more modern. Other premises and study facilities are generally adequate, both in size and quality.

Within nearest one year on 2018 there are confirmed plans to move to new premises in a newly building developed under the Maritime Valley Development Program. So the new equipment for auditoriums and classes promising would be upgraded as well.

The study program includes field and professional practices, whose are organized mostly using the University facilities. There are opportunities to use much improved within last few years Open Access Centre for Marine Research, the subdivision of Klaipėda University, which aim is

facilitate the science and business cooperation through high level scientific and technological research. As it has been informed during site visit three ships belonging to this centre are available for practices during studies program. Of particular note are opportunities for practical experience on research and training vessels, especially the schooner Brabanderis. There is newly build ship “Mintis“, a modern laboratory of marine research capable to service multipurpose marine research.

Some part of practices is held at Ventė coastal field station, which belongs to the University partner, the Laboratory of Hidrobiological research of the state Nature Research Centre. As evaluating study program is related to the maritime outcomes, there are good facilities to run field and professional practices being at the or close to sea and coastal area. However, these modern facilities, are available for hydrology and oceanography bachelor program.

The library of Klaipėda University has main premises location and the subdivision at faculty building, where is available main literature source for this program. The library maintains online catalogues only. The faculty subdivision provides free access to the subscribed databases (>15) and availability of full text IEEE/IEE database of science journals. Since last evaluation visit the library has acquired ca 700 publications complying the program needs. The Department of Natural Science keeps different kind of maritime and geographical atlases of definite historic value, whose are available for student works. So teaching materials are good enough, adequate and accessible for this programme students.

2.5. Study process and students' performance assessment

The admission requirements are well founded and ensure the recruitment of good students, but the number of applications has been decreasing in recent years, and the average of admission score also went down. The organisation of the study process ensures an adequate provision of the programme and the achievement of expected learning outcomes. Though various teaching methods are used during the studies: independent learning, field practice, group projects, etc; students would like more practice hours with equipment. Lecturers encourage early involvement of students in research projects also to participate in local conferences and publish results of best studies. As a problem can be considered poor level of knowledge of English language of students and more attention should be paid to address this issue, for example, delivery of a part of lectures in English, active participation of international lecturers. Close cooperation with research institutes is important in this respect. Most Bachelors' students do not plan to continue studies to Master's and that indicate, that the lifelong learning perspective might not be the right way to approach study program. Others who have gone into professional employment mentioned that

study process could be more oriented to public sector, providing adequate training during studies. Students expressed that financial support is not enough so many of them has to work, that leaves less time to study. Professional orientation is not well functioning (students are not informed about employment possibilities after graduation, involvement of social partners in the study process could be more intensive) and more attention should be paid to help students to find their way in labour market.

Students receive clear and timely information about delivery of the programme and the assessing of their performance. They understand the methods and procedures involved and have opportunities to discuss their own progress with the academic staff. Students receive academic support (consultations, advice in respect to organisation of the study process) and social support (places in dormitories, social support in case of problems in the student life). Students are provided opportunities to make complaints and lodge appeals in accordance procedures common at the university. Students are given opportunities to use mobility programs and international internships, but the activity of such students remains low.

2.6. Programme management

The Programme management identified the responsibilities for the programme's administration and management. Formal documents are available for instance the description of internal quality assessment procedures for instance. Regular Department meetings ease to provide information to all participants and to handle possible needs of modifications in the SP. Some information is obtained through internal quality assurance system regarding the lectures quality and interest by the students. Feedback is formally is provided, but the interviews indicated that the students are not aware on implementation of their suggestions, for example, changes in the study program etc. The stakeholders have also the possibilities to initiate some changes in current programme planning, but specific procedure might be set up to enhance the effectiveness of the interaction between program management team and social partners. The stakeholders have an important role regarding the improvement of the programme, mostly through agreements regarding the month internship of the students and the identification of the elective projects that are proposed to the students. As the importance of the marine domain require scientific expertise and practical knowledge is would be interesting for the student to dedicate more than one month to professional training internship.

As a major program management problem might be considered lack of efficient efforts to attract students, especially from the whole territory of Lithuania (presently majority of students are

coming from coastal regions). The trend of student decrease should be reverted and management have to concentrate on the advertisement of the study program!

III. RECOMMENDATIONS

1. At the development of the learning outcomes and the study program content it can be suggested to follow recent trends of development in other EU universities in the field, especially in respect to use of information technologies in physical geography, hydrology, oceanography
2. As a major problem of the study program can be considered nearly linear decrease of student number. Efforts should be continued to attract more students to the BSc study program. This aspect is essential to made study program sustainable!
3. Review the formulation of expected learning outcomes so that they clearly reflect the programme content and ensure the distinctiveness of the Bachelor and Master programmes in Physical Sciences is transparent.
4. Continue to review the curriculum so as to follow trends in the labour market and incorporate an overt range of transferable skills that will enhance the employability of graduates from the programme.
5. Continue to improve the learning resources, particularly with regard to projected investments in the physical infrastructure, and extend the investments to include library resources, especially academic books, monographs, course textbooks and key texts in the English language.

IV. SUMMARY

The bachelor study program „*Hydrology and Oceanography*” is needed from perspective of national and regional labour market and corresponds to strategic interests of Lithuania as a maritime country. Program aims well fit to the position allocated for the Klaipeda University in the context of the place of the university in the national higher education space. Specialists in the field of hydrology and oceanography, as well as in environmental protection and other related fields, are in demand in the labour market. During last decade significant progress has been achieved considering the development of the research and study infrastructure, at first concentrating on marine biology, geology directions. The program management have a vision on the development of the program.

However to reach these aims language skill improvement is of importance. In this respect the further improvement of English language skills of students could be important allocating more hours in the study program curricula at BSc level as well as delivering of lectures in English language. As a definite task of study process improvement ERASMUS mobility of students should be considered. Also to career development issues more attention should be paid as well as placements (practices) in authorities, enterprises etc., which could improve competitiveness in labour market.

During last years a significant decrease of number of students has happened. The problem is identified; however major efforts should be put to revert this negative trend. Much more attention should be paid to popularisation of the study program.

V. GENERAL ASSESSMENT

The study programme *Hydrology and Oceanography* (state code - 6121CX014, 612F80002) 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	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	16

*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. Maris Klavins
Grupės nariai: Team members:	Prof. Andrew Cooper
	Prof. Dr. Adam Weintrit
	Dr. Christiane Weber
	Mr. Sakalas Gorodeckis
	Mr. Dionyzas Šlimas

**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
HIDROLOGIJA IR OKEANOGRAFIJA (VALSTYBINIS KODAS - 6121CX014,
612F80002) 2017-11-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-209 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Hidrologija ir okeanografija* (valstybinis kodas - 6121CX014, 612F80002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	16

* 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

Bakalauro laipsnio studijų programa *Hidrologija ir okeanografija* yra reikalinga turint galvoje nacionalinę ir regiono darbo rinką bei atitinka Lietuvos kaip jūrų valstybės strateginius interesus. Programos tikslai gerai atitinka Klaipėdos universitetui skirtą vietą nacionalinės aukštojo mokslo erdvės kontekste. Hidrologijos ir okeanografija srities specialistai, taip pat aplinkos apsaugos ir kitų susijusių sričių specialistai yra itin paklausūs darbo rinkoje. Per pastarąjį dešimtmetį padaryta reikšminga pažanga mokslinių tyrimų ir studijų infrastruktūros plėtros srityje, daugiausia dėmesio pirmiausia skirta jūrų biologijos ir geologijos kryptims. Programos vadovybė turi viziją, kaip programa turėtų būti plėtojama ateityje.

Vis dėlto norint pasiekti minėtuosius tikslus būtina gerinti studentų anglų kalbos įgūdžius. Siekiant pagerinti studentų anglų kalbos įgūdžius galima būtų bakalauro studijų programos turinyje daugiau valandų skirti anglų kalbai, taip pat paskaitas dėstyti anglų kalba. Akivaizdi studijų proceso gerinimo užduotis yra studentų judumo pagal *Erasmus* programą gerinimas. Sprendžiant karjeros vystymo problemas daugiau dėmesio reikėtų skirti ir praktikai institucijose, įmonėse ir pan., tai pagerintų studentų konkurencingumą darbo rinkoje.

Per pastaruosius metus gerokai sumažėjo studentų skaičius. Problema identifikuota, tačiau reikėtų dėti itin dideles pastangas, kad ši neigiama tendencija būtų sustabdyta. Daugiau dėmesio reikėtų skirti studijų programai populiarinti.

<...>

III. REKOMENDACIJOS

1. Formuluoiant studijų rezultatus ir rengiant studijų turinį rekomenduojama vadovautis naujausiomis šios studijų krypties pokyčių tendencijomis kituose ES universitetuose, ypač tendencijomis dėl informacinių technologijų gamtinės geografijos, hidrologijos ir okeanografijos srityse panaudojimo.
2. Didžiausia studijų programos problema laikytinas beveik linijinis studentų skaičiaus mažėjimas. Reikia ir toliau stengtis, kad į bakalauro laipsnio studijų programą būtų pritraukta daugiau studentų. Tai būtina norint užtikrinti studijų programos tvarumą!
3. Reikėtų peržiūrėti siekiamų studijų rezultatų formuluotę, kad studijų rezultatai atspindėtų programos turinį, ir užtikrinti aiškų skirtumą tarp fizinių mokslų srities bakalauro laipsnio ir magistro laipsnio programų.
4. Toliau koreguoti studijų programos turinį, kad jame atspindėtų darbo rinkos tendencijos, įtraukti aiškius perkeliamuosius įgūdžius, dėl kurių pagerėtų studijų programos absolventų įsidarbinimo galimybės.
5. Toliau gerinti mokymosi išteklius, ypač turint galvoje prognozuojamas investicijas į fizinę infrastruktūrą, išplėsti investicijas apimant bibliotekos išteklius, ypač skiriant lėšų akademinėms knygoms, monografijoms, dalykų vadovėliams ir svarbiausiai literatūrai anglų kalba.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)