



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universitetas  
**STUDIJŲ PROGRAMOS STATYBOS INŽINERIJA** (*valstybinis  
kodas – 612H20003*)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF CIVIL ENGINEERING** (*state code - 612H20003*)  
**STUDY PROGRAMME**  
at Šiauliai University

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2016

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Statybos inžinerija</i>
Valstybinis kodas	612H20003
Studijų sritis	Technologijos mokslai
Studijų kryptis	Statybos inžinerija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji studijų pakopa
Studijų forma (trukmė metais)	Nuolatinės (3,5) Iššęstinės (4,5)
Studijų programos apimtis kreditais	210 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Statybos inžinerijos bakalauras
Studijų programos įregistravimo data	Nr. SV4-132.06 12 2012

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Civil Engineering</i>
State code	612H20003
Study area	Technological Sciences
Study field	Civil Engineering
Type of the study programme	University studies
Study cycle	First cycle studies
Study mode (length in years)	Full time (3,5) Part time(4,5)
Volume of the study programme in credits	210 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Civil Engineering
Date of registration of the study programme	Nr. SV4-132.06 12 2012

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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.

### ***1.3. Background on the HEI/Faculty/Study field/Additional information***

Šiauliai University is the largest university in northern Lithuania. It was founded in 1997 by merging the Šiauliai Pedagogical Institute and Šiauliai Polytechnic Faculty of Kaunas University of Technology. The institution sees itself mainly as a regional and national player: according to its strategic plan 2015-2020, its vision is “To be a University of innovative research and studies – a leader of *regional* progress”, and its strategic aim is “By developing strategic management, to ensure training highest qualification specialists, developing research and artistic activities and increasing impact on *regional* and *national* development”. After a recent reorganisation, the former Faculty of Civil Engineering is currently a part of the broader Faculty of Technology, Physical and Biomedical Sciences. This faculty offers a number of bachelor and

master's degrees in various branches of engineering. In the study field of Civil Engineering, it offers the Bachelor degree under consideration, but not a Master in Civil Engineering (or a closely related subject). This study programme was evaluated in 2012, given a positive evaluation and accredited for 3 years.

#### **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 Thursday 27 October 2016.

1. **Prof. Antonio Rodríguez-Ferran (team leader)** *Professor of the Civil Engineering School, UPC-BarcelonaTech, Spain*
2. **Prof. Robert Jankowski**, *Professor of Gdansk University of Technology, Poland*
3. **Mr. Thibaut Skrzypek**, *Civil servant of the French Ministry of Environment, Energy and Sea, France*
4. **Mr. Liudvikas Vytautas Furmonavičius**, *"Geotechnika", director, Lithuania*
5. **Ms. Milena Medineckienė**, *student of KTH Royal Institute of Technology. Sweden.*

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

#### Clarity of programme aims and learning outcomes

The programme aims of this study programme are well defined, clear and publicly accessible. It must be pointed out, however, that it displays a too broad target of occupations and possibilities for its graduates. According to the self-evaluation report, the aim of the programme is to "prepare the civil engineering bachelors of universal profile, broad specialisation, able to work [...] as construction managers, technical supervisors of construction, prepare materials for competition, maintain buildings and structures in various organisations and industrial enterprises, work in the administration of construction companies as well as to make possibilities to continue their second cycle studies." The recent reduction in duration of this programme, from 240 ECTS to 210 ECTS (that is, from 4 years to 3.5 years for full-time students) make these ambitious aims unfeasible. On the one hand, the graduates do not have a universal profile in the broad field of civil engineering but rather on the much narrower field of structural design and construction. On the other hand, the brief document "Changes to the study programme" does not justify how all the learning outcomes (of fundamental, scientific, technical, technological nature) can be achieved with the 30 ECTS reduction. It does not justify, for instance, if and how graduates from

the 210 ECTS current programme will have enough background on fundamental topics (mainly math, physics, chemistry), severely affected by the reduction, to pursue second cycle studies.

Several means are used to advertise about the programme aims and learning outcomes (information publications, scientific local events, and official's educational websites).

#### Connection to the academic and/or professional requirements and the needs of the labour market

The self-evaluation report, the meeting with social partners during the visit to the HEI and the fact that a significant part of the teaching staff has a simultaneous professional activity outside the university indicates that there is a satisfying link with the local industry. Those regular contacts are used in order to enhance the relevance of the programme regarding the needs of the industry. Before the beginning of practices and after the defence of bachelor's theses, meetings with employers take place.

From an academic point of view, the lack of a master programme linked with civil engineering delivered in the Siauliai University significantly limits the opportunities to meet the intended aim of the programme for further studies, and is also a cause for the reduced research activity of the teaching staff.

#### Consistency with the type and level of studies and the level of qualifications offered

The aims and learning outcomes of this study programme are consistent with a bachelor's degree in the study field of Civil Engineering, according to both Lithuanian and European frameworks. They are based on the professional requirements and the needs of the local companies, mainly in the construction sector. As already discussed, however, the impact of the reduction in the programme duration in the aims and learning outcomes is not analysed in the self-evaluation report.

#### Compatibility of name, learning outcomes, contents and qualifications of the programme

Regarding the name of the programme, and as already pointed out in the previous evaluation report, the denomination "Civil Engineering" for this study programme is misleading and not consistent at all, from an international perspective, with its learning outcome and contents. This bachelor's degree does not cover at all, or does so only marginally, fields that are internationally recognized as part of civil engineering: hydraulics, transport planning, geotechnics... A name like "Structural design and construction" would reflect the contents of the bachelor's degree much more faithfully.

The Review Team understood, during the visit to the HEI, that the name "Civil Engineering" is a brand or label that is maintained due to the local market requirements. For this reason, the change of name of the study programme is not included again as a recommendation of this evaluation report. However, both the HEI and its graduates should be aware of the mismatch between the local and the international meaning of "Bachelor's degree in Civil Engineering".

This mismatch should be regarded as an anomaly that cannot be sustained indefinitely in time; it should be addressed in the near future.

## **2.2. Curriculum design**

### Compliance with legal requirements

The curriculum design complies with the current legal requirements. For this academic year 2016-2017, the length of this study programme has been reduced (from 240 to 210 ECTS, that is, from 4 years to 3.5 years for full-time students). According to the self-evaluation report (annex document “Changes of study programme”), this change is possible thanks to the recent Order No V-964 of the Ministry of Education and Science of the Republic of Lithuania, “which does not any more contain the strict provision that the scope of 240 credits is mandatory to the engineering programmes”.

### Layout of study programme

The layout of the study programme is reasonable. The modules are appropriately distributed and all the main aspects of structural design and construction are covered, without unnecessary repetitions. The reduction from 240 to 210 credits has been achieved mainly by i) reducing the length of fundamental subjects, such as Physics or Advanced Mathematics, ii) reducing the length of specialised subjects, such as Geodesy or Wooden Constructions (among others) and iii) suppressing the block of optional subjects. There is not, however, a clear motivation of the reduction in length of the study programme nor an analysis of its impact on the learning outcomes.

### Consistency with level of studies

The study subject description (Appendix 1 of self-evaluation report) is quite complete. The subjects are of the level expected in an engineering bachelor’s degree. The course papers and final theses inspected during the visit to the HEI are also consistent with the level of studies.

### Consistency with intended learning outcomes

As mentioned above, there is no justification or motivation in the self-evaluation report (annex document “Changes of study programme”) to the reduction in the length of the study programme. The document only mentions that this reduction is possible due to a recent change in Lithuanian legislation. This guarantees that the reduction is legal, but not that it is necessary, or convenient.

During the visit to the HEI, the Review Team was informed that the main motivation for the reduction is trying to attract more students. This study programme faces the strong competition of state colleges, which offer more popular, 210-credit professional bachelor degrees in engineering. In the current demographical context of Lithuania, with a decrease of population

due to emigration in recent years, this poses a huge threat to this programme. As only 9 students enrolled this academic year 2016-2017, one can conclude that the goal of the reduction was not achieved.

Moreover, it is necessary to reassess the programme aims accounting for the reduction in credits. The following issues have not been addressed in the reduction process: 1) whether graduates of this shorter study programme will have the necessary background to pursue master studies, in view of the reduction of fundamental topics such as Advanced Mathematics or Physics; 2) whether the suppression of the block of optional subjects is compatible with the aim of training both site engineers and design engineers.

#### Currency of programme content

The currency of the programme content is only partially guaranteed. On the one hand, the close contact between the HEI and the local companies is an effective means to ensure that, from a professional / technological / applied point of view, the programme content is up-to-date. This is also the case regarding the codes used in practical classes in the computer room (AutoCAD, Revit, SPSS), which are those used in the professional world.

On the other hand, the very limited research activity of the teaching staff implies that, from an academic / scientific / research point of view, the currency of the programme content is not ensured.

### **2.3. Teaching staff**

#### Compliance with legal requirements

The study programme of *Civil Engineering* is provided by teaching staff that meets the legal requirements defined for BSc programmes. The majority of study field subjects are taught by staff with a scientific degree. Professors and associate professors take care of a significant fraction of the teaching load: 49% of lecture hours, 51% of other classroom work and 60% of out-of-classroom work.

#### Qualifications of the teaching staff

The teaching team is made of experienced staff with some years of experience in teaching. It is prepared to conduct lectures/tutorials in the areas related to civil engineering. The staff has appropriate scientific position. Only 37% of them do not have a scientific degree.

#### Number, turnover and mobility of the teaching staff

The number of the staff members involved in the programme is satisfactory to ensure learning outcomes of the programme of *Civil Engineering* as a BSc programme. However, the teaching staff turnover is quite low and needs acceleration. The mobility of the staff members (mainly



within ERASMUS programme) is quite limited (only a few visits per year) and there is still a room for improvements in this field.

#### Research activities of the teaching staff

The members of the teaching staff are involved in the research up to some extent. However, their scientific achievements are not really high. The number of books, publications, presentations at conferences have dropped in years 2014 and 2015 with respect to peak values in 2012 and 2013. This drop is especially severe for the research-related activities: participation in research/scientific programmes and projects has dropped from 4 to 1: articles in peer-reviewed journals have dropped from 16 to 5. There is also nearly a lack of papers published in the renowned journals cited in *Web of Science* and not so many papers presented in well established international conferences.

#### Conditions for the development of the teaching staff created by the institution

The higher education institution tries to create some conditions for the professional development of the teaching staff. The institution tries to help the staff members to develop their skills and attend the seminars/conferences. There is also a system to motivate the teaching staff to be involved in the research and to write scientific papers. However, the system does not work well since the scientific outcome is relatively poor. The staff members seem to be overloaded by other duties (some of them also work outside the institution) and are not really motivated to conduct scientific work necessary for the provision of the BSc programme of *Civil Engineering*.

### **2.4. Facilities and learning resources**

#### Premises for studies

The number and sizes of teaching rooms is appropriate to conduct classes. However, the quality of premises is not really high, since the building of the university itself looks quite old and it needs some renovation.

#### Teaching and learning equipment

Most of teaching rooms are adequately equipped with educational aids (i.e. computers, multimedia projectors, blackboards, etc.). There are a number of laboratories accessible to students. However, the equipment of some of them is quite old.

### Students' practice

The institution offers students possible practice placements with the help of social partners. 12 credit points are assigned for professional activity practice. The arrangements for the practical training internships are satisfactory. Students rate positively the help they get from teachers in finding practical placements and the availability of job offers in the information boards.

### Teaching materials

There is a new and very well equipped *University Library*, which is available for all students of the university, including students of BSc programme of *Civil Engineering*. Teaching materials (textbooks, books, periodical publications, databases) in this library are adequate and easily accessible.

## **2.5. Study process and students' performance assessment**

### Admission requirements

The university's minimum admission competitive score for the programme has been changed in the last year from 1.2 to 2. This will ensure the higher level of admitted students.

In the self-evaluation report it is written that university gives an additional score for the admission for several partner secondary schools and training centres.

Only 7 students were admitted in 2015, and 5 in 2014, for part-time studies only 2 in 2015. While in the year 2016 were admitted 5 part-time studies' students and 8 full-timed students, where 4 of them were state-funded students, and 4 partly funded student. The fee of partially-funded students is 20 % funded by the private company and 80 % funded by the government. The results of these admissions are very low.

In the last year more attention was paid to the spread of information about the study programme, but unfortunately the admission results are still decreasing.

### Organisation of the study process

Students' weekly work load is adequately distributed, and organised in such a way that students are able to get to the lectures timely. The schedule of the exams is agreed between the students and teachers. At least three days are designated to prepare and take each exam.

In most cases the cumulative evaluation grading system is used, which includes practical work, theory, laboratories, consultations and the individual work, which takes a big part of the whole work.

If a student cannot attend the lectures for some reason, there is the possibility to get all the necessary information and material about the course and send the homework to the teacher, as well as to get the final grade in the "cloud" system.

Teachers try to engage the students on their first years of the studies by presenting the lectures in attractive ways as films, video presentations, modern equipment like GPS, as well as not forgetting to introduce the basic knowledge, in case to be able to work in the different situations. Students would like to have more excursions to construction sites, as well as to participate in the lectures given by business companies' representatives.

#### Participation in research, artistic and applied research activities

Each spring the university organises, together with colleagues from Latvia, the research conference for young scientists. The department issues a research journal for the young scientists. However, the self-evaluation report and the meetings during the visit to the HEI showed no results of student involvement in research work, not even in the final theses. This is related to the low research activity and the lack of a master's degree programme in civil engineering in the HEI. The final theses are typically associated to the practical work that bachelor students carry out in company internships.

There are some profession competitions, organised in collaboration with social partners.

#### Participation in student mobility programmes

To ensure the mobility of the students and teaching staff, the university participates in the mobility programmes Erasmus/LLP (Lifelong Learning Programme) and the new Erasmus+ programme. However, there is a very low number of outgoing students for international mobility (only one or two students per year).

The faculty has a strong relationship with the enterprises of Etten-Leur in the Netherlands (a few last-year students go for practise there every year), which is very praiseworthy. It is recommended to have more cooperative efforts like this and spread the information between the students.

#### Academic and social support

All the necessary information about the study programme is provided by the department, administrator and the curator of the study programme, published online, on notice boards, announced in meetings with administration workers, by e-mail and via an introduction lecture.

The teachers of the department have their personal webpages, where they upload information required to perform laboratory works and present the literature of some subjects.

The university provides free-of-charge consulting with a psychologist or a lawyer. Information about social support is provided for those students that combine studies and family life. This information could be advertised more to students.

Incentive, social and one-time scholarships as well as benefits are awarded to the students of the study programme.

Students can borrow or ask permission to use the laboratory equipment for their experiments and/or needs in work related to the area of civil engineering.

#### Assessment system of students' performance

In the beginning of each study year, teachers describe to students the criteria of the achievement assessment. It is usually the cumulative assessment system, which enables the comprehensive assessing of the student's achievements – both theoretical knowledge and practical abilities.

Students are allowed to retake the failed exams twice and are entitled to repeat once such test of their progress free of charge.

#### Professional activities of the graduates

The faculty has a strong relationship with local employers, many of which are their own graduates. 54 % of graduates are employed on the same year of graduation and 82 % of the employed graduates practice their profession.

According to the opinion of students, alumni and employers, there is a big demand in the region for the professionals trained in this study program.

Social partners are satisfied with the level of graduates and are open to collaborate and offer practical internships and jobs.

### **2.6. Programme management**

The Bachelor of Civil Engineering at Šiauliai University is managed by the teaching staff in the fields of the programme keeping with the historical traditions of the education of civil engineers in Lithuania.

In 2013 the programme was renewed because of the internal reorganisation of Šiauliai University. Now the faculty consists of four different branches instead of the former Civil Engineering faculty. This reorganisation has caused a significant overload of administrative work and negatively affected the communication between the various human groups involved in the programme (mainly the senior administrative staff and the teaching staff) and the research activity of the teaching staff.

In 2012 the programme was accredited by SKVC (Centre for Quality Assessment in Higher Education). Some recommendations of the 2012 evaluation report have been taken into account: topics transferred from classroom-based subjects to student practice, improvement of classroom equipment and laboratory facilities. However, some other recommendations have not been followed: redefinition of programme from “civil engineering” to “structural engineering”,

increase of teaching staff, articulation of a clearer vision of the university's contribution to civil engineering education and research.

The Study Programme Committee, consisting of programme manager, academic staff, students' and social partners' representatives, provides quality monitoring, collects proposals and considers them for the improvement the programme.

Social partners are very active in the study process, as reviewers of students' final theses, as part-time lecturers on specific fields and as suppliers of training and practice positions. Social partners strongly support the possibility for young people in Šiauliai to study Civil Engineering.

### **III. RECOMMENDATIONS**

1. The programme faces a compelling need of repositioning. This will require a strong commitment of the university and programme's management teams, a clear analysis of the needs of the market (especially the local one), an efficient optimization of the recent merges conducted in Šiauliai University, a work in conjunction with the existing offer in Šiauliai (including the State College) and perhaps a dedicated policy to target a niche market able to differentiate this study programme from others.
2. The number of students enrolled in the program is too low. It is crucial to find new ways to attract students, using high school networks, association of construction companies, attracting students coming from other regions, other countries...
3. The system to motivate staff members to be more involved in research should be improved, so as to increase the number of scientific works necessary for the provision of the BSc programme of Civil Engineering. The research activity has decreased in the last two years, and reversing this trend would increase the quality of the programme and the level of international relations.
4. Student mobility (i.e. within ERASMUS+ programme) is very low. If certain destinations (e.g. VIA Higher Education School in Denmark) are no longer attractive due to economic constraints, other destinations should be explored.
5. Some equipment, mainly laboratory testing machines, and the building itself are in the need of renovation.
6. The management system and, more specifically, the coordination and communication between the senior administrative staff and the teaching staff, should be improved.

## **IV. SUMMARY**

The assessment of the study programme “Bachelor of Civil Engineering” is summarised here in the form of a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).

### Strengths

- The faculty has very good connections with the local construction companies. This benefits the programme in a number of ways: the social partners provide practical internship positions and job offers, and help in keeping the programme up-to-date with new technologies.
- The teaching capabilities, motivation and experience of the teaching staff are high. Teachers are very accessible to students for consultation.
- Some of the facilities are of high quality, especially the fully equipped class-rooms and the impressive new library, with an adequate collection of textbooks, specialised technical books, scientific and technological publications and databases.

### Weaknesses

- The various meetings held during the review visit showed that there is miscommunication between the various groups of people related to the programme, mainly the senior administration staff, the self-evaluation report team and the teaching staff.
- This miscommunication appears to be caused, at least partially, by the complications and overload of administrative tasks caused by the recent reorganisation of faculties within Šiauliai University.
- The administrative overload, the decrease in funding and the fact that some members of the teaching staff only work part-time in the university affects negatively the research activity. The scientific productivity associated to this study programme has significantly decreased in recent years.

### Opportunities

- Social partners are happy with the quality and level of the graduates of this study programme, which are needed in the local construction market.
- Social partners are willing to commit themselves and their companies into the improvement of the programme. This availability is a relevant asset.

### Threats

- The decreasing number of students poses a very serious threat to this study programme and questions its future feasibility.

- This decrease is caused by the current demographics in the country, affected by emigration, but also to other factors, such as the competition from other study programmes in the same field.

## V. GENERAL ASSESSMENT

The study programme Civil Engineering (state code –612H20003) at Šiauliai University is given a **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	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	<b>Total:</b>	<b>15</b>

\*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:	1. Prof. Antonio Rodriguez Ferran
Grupės nariai: Team members:	2. Prof. Robert Jankowski
	3. Mr. Thibaut Skrzypek
	4. Mr. Liudvikas Vytautas Furmonavičius
	5. Ms. Milena Medineckienė

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaulių universiteto studijų programa *Statybos inžinerija* (valstybinis kodas – 612H20003) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>15</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programos *Statybos inžinerijos bakalauras* vertinimas apibendrinamas pagal Stiprybių, silpnybių, galimybių ir grėsmių (SSGG) analizę.

Stiprybės

- Fakultetas palaiko labai gerus ryšius su vietos statybos bendrovėmis. Tai naudinga studijų programai daugeliu aspektų: socialiniai partneriai suteikia vietas profesinei praktikai atlikti ir siūlo darbo vietas, padeda studijų programai neatsilikti nuo naujausių technologijų.
- Dėstytojų dėstytojų gebėjimai, motyvacija ir patirtis labai gera. Dėstytojų prieinamumas teikti studentams konsultacijas labai geras.
- Kai kurie materialieji ištekliai labai aukštos kokybės, ypač, visiškai įrengtos klasės / auditorijos ir įspūdinga nauja biblioteka, turinti pakankamai vadovėlių, specializuotų techninių knygų, mokslinių ir technologinių leidinių ir duomenų bazių.

Silpnybės

- Per vizitą surengtų įvairių susitikimų metu paaiškėjo, kad su studijų programa susijusios įvairios asmenų grupės nesusikalba, daugiausiai vyresnieji administracijos darbuotojai, savianalizės suvestinę rengusi grupė ir dėstytojai.
- Šis nesusikalbėjimas atsiranda, bent iš dalies, dėl administracinių užduočių painingos ir perkrovos, ką lemia neseniai įvykdyta fakultetų reorganizacija Šiaulių universitete.
- Administracinė našta, sumažėjęs finansavimas ir tai, kad kai kurie dėstytojai dirba universitete ne visu etatu, daro neigiamą įtaką mokslinių tyrimų veiklai. Pastaraisiais metais šios studijų programos mokslinis produktyvumas labai sumažėjo.

Galimybės



- Socialiniai partneriai patenkinti šią studijų programą baigusiu absolventų išsilavinimu ir lygiu, kurio reikalauja vietos statybų rinka.
- Socialiniai partneriai pasirengę patys ir jų įmonės padėti tobulinti šią studijų programą. Tai didelis turtas.

#### Grėsmės

- Mažėjantis studentų skaičius kelia didelę grėsmę šiai studijų programai ir kyla klausimas dėl galimybės ją vykdyti ateityje.
- Ši mažėjimą lemia esama demografinė situacija šalyje, kuriai įtaką daro emigracija, taip pat ir kiti veiksniai, pavyzdžiui, tos pačios krypties studijų programų keliama konkurencija.

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### **III. REKOMENDACIJOS**

1. Šią studijų programą būtina pertvarkyti. Šiam tikslui reikės tvirto universiteto ir programos valdymo komandų įsipareigojimo, rinkos (ypač vietos) poreikių aiškios analizės, pastaruoju metu Šiaulių universitete atliktų sujungimų veiksmingo optimizavimo, bendro darbo dėl esamo pasiūlymo Šiauliuose (įskaitant valstybės kolegiją) ir galbūt atitinkamos politikos, kuri būtų nukreipta į nišą rinkoje, galinčią šią studijų programą išskirti iš kitų.
2. Į šią studijų programą priimtų studentų skaičius per mažas. Labai svarbu ieškoti naujų būdų, kaip pritraukti studentus, išnaudojant aukštųjų mokyklų tinklus, statybos įmonių asociaciją, pritraukiant studentus iš kitų regionų, kitų šalių.
3. Reikia gerinti sistemą, kaip motyvuoti dėstytojus aktyviau įsitraukti į mokslinius tyrimus, siekiant padidinti mokslinių darbų, reikalingų statybos inžinerijos bakalauro studijų programai vykdyti, skaičių. Per pastaruosius dvejus metus tiriamoji veikla sumažėjo, o šią situaciją pakeitus, būtų galima pagerinti studijų programos kokybę ir tarptautinių santykių lygį.
4. Studentų judumas (pvz., pagal ERASMUS + programą) labai menkas. Jei tam tikros kryptys (pvz., VIA aukštoji mokykla Danijoje) nebėra patrauklios dėl ekonominių apribojimų, reikia ieškoti naujų.
5. Kai kurią įrangą, daugiausiai laboratorijų tyrimų įrangą, taip pat patį pastatą reikia renovuoti.
6. Gerinti vadybos sistemą, o tiksliau vyresniųjų administracijos darbuotojų ir dėstytojų koordinavimą ir ryšį.

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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)