



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos

**STUDIJŲ PROGRAMOS ŽELDINIAI IR JŲ DIZAINAS  
(653H93002)**

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF GARDENING AND LANDSCAPE DESIGN (653H93002)**

**STUDY PROGRAMME**

at Kaunas College

1. Prof. Dr. Dietwald Gruehn (team leader) *academic,*
2. Dipl.-Ing. Thomas Proksch, *academic,*
3. Mr. Gediminas Viškelis, *representative of social partners,*
4. Mr. Vaidas Bartusevičius, *students' representative.*

Evaluation coordinator - *Mr. Pranas Stankus*

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2015

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Želdiniai ir jų dizainas
Valstybinis kodas	653H93002
Studijų sritis	Technologijos mokslai
Studijų kryptis	Inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4,5)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Inžinerijos profesinis bakalauras
Studijų programos įregistravimo data	2002-08-26

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Gardening and landscape design
State code	653H93002
Study area	Technology studies
Study field	Engineering
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full time (3), part time (4,5)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Engineering
Date of registration of the study programme	2002-08-26

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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
-	Several Bachelor theses (during the visit)

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

Faculty of Technologies and Landscaping has been a structural unit of KK since 2013. It consists of 7 Departments, where 15 study programmes are realized and developed. The study programme of Gardening and Landscape Design (GLD) has been realized in the Department of Gardening and Agro technologies since 2002. The study programme was last evaluated three years ago. GLD study programme is attributed to the area of the Technological sciences, the field of Engineering, the branch of Landscape design. The Department of Gardening and Agro technologies has been establishing a laboratory of Practical training and experiment which is the main basis for the studies of the GLD specializations. The mission of the Department of Gardening and Agro technologies is to realize the GLD study programme and to prepare a landscape design professional bachelor who is creative, critically thinking, actively performing in the society, able to design green plantations of different objects, apply ornamental plant growing technologies, implement gardening projects, compose plants and apply them in interior decoration, to establish a business enterprise, to understand his mission and roles in the changing context of the Lithuanian and European landscape formation.

#### ***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 12 May 2015.

- 1. Prof. Dr. Dietwald Gruehn (team leader), TU Dortmund University, Chair of Landscape Ecology and Landscape Planning, full professor, Germany**
- 2. Dipl.-Ing. Thomas Proksch, Land in Sicht, and Vienna University of Life Sciences, landscape planner, Austria,**
- 3. Mr. Gediminas Viškelis, Agro school Vilnius, director, Lithuania**
- 4. Mr. Vaidas Bartusevičius, student's representative, Aleksandras Stulginskis University, Kaunas, Lithuania.**

## **II. PROGRAMME ANALYSIS**

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

The aims of the study programme “Gardening and Landscape design” are in accordance with legal requirements and Kaunas College Statute and Development Strategy 2020 (SER, p. 7).

Programme aims are well defined, clear, reproducible and comprehensive. “The essential aim of the programme is to prepare gardening and their design bachelors who are able to design green areas for various objects, to apply growing technologies of ornamental plants, to implement the projects of green areas, to arrange plants and to use these arrangements for the

interior decoration, to create a business venture and to adapt creatively to the changes of labor market“ (SER, p. 7). To achieve the essential aim of the programme, six consequential aims were formulated, and subsequently 10 learning outcomes were listed and described. They are summarized in table 3 under 1 aim and 5 study cycle learning outcomes. Additionally, the uniqueness of the programme is described, which is according SER that programme offers studies not only about knowing, growing and maintenance of herbaceous and woody plants in outdoor and interior conditions, but also about artistic application of their aesthetic and ornamental qualities in establishment of green plantations (SER, p. 6).

Programme aims are publicly available, using a broad range of different media. Merely in some cases the allocation of study subjects to study cycle learning outcomes does not make any sense (SER, table 3: “Introduction to philosophy” as “special skill” should be discussed by study programme committee).

The programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market: According to SER (p. 11) the study programme is constantly developed, considering the changing economic and social conditions of external environment and collaboration with representatives of the business world. This was also proven during on site visit and especially during the meeting with social partners. Despite of this, absolute figures of employment according to specialty have decreased from 61 percent in year 2009 to 57 percent in 2013 (SER p. 30). Counter measures such as enhancement of marketing activity or search for job placement and cooperation with employees have been defined (SER p. 30) and should be supplemented by further activities. A programme analysis was done for part time programme as well (SER, p. 31).

The meetings with social partners confirmed that programme aims and learning outcomes are based on public as well as labour market needs. Nevertheless, alumni and social partners suggested providing students more practical training, especially in plant care and protection, use of pesticides, machinery and equipment for implementation of gardening and landscape projects. These could be pursued as relevant topics for programme future development.

Study programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications provided (professional bachelor in engineering). Thus, the denomination of the programme is compatible with its contents, learning outcomes, and qualification degree.

## ***2.2. Curriculum design***

The curriculum meets legal requirements. The duration of studies for full-time is 3 years, part-time – 4,5 years. The amount of the programme is 180 ECTS. General study subjects cover

15 credits. Study field subjects – 135 credits. Practice – 30 credits. Optional subjects – 30 credits. 9 of them are allocated to free elective subjects. The number of subjects per semester is 7 in full-time studies, 4-6 subjects in part-time studies. It is important to state that expert team found that study programme in the curriculum design have improved significantly since last evaluation.

Study subjects are evenly distributed. The content is appropriate for the achievement of the programme learning outcomes with exception of few subjects, such as “Introduction to philosophy”.

The scope of the programme is regarded sufficient to ensure achievement of learning outcomes. However the following improvements would help to better meet the needs of students and social partners, they expressed at the meetings with the expert team:

1. A new subject related to machinery and equipment used in landscape projects should be added or incorporated into existing subjects.

2. A new subject related to construction materials (tiles, paving, asphalt, stair solutions, etc.) used in landscape projects and the basics of engineering installation should be added.

3. There are still shortcomings concerning the instructions in the use of AutoCAD. It has to be recommended to start lectures in AutoCAD already in the first year of the study programme.

4. It has to be recommended to strengthen the design focus of the study programme and to broaden it for potential fields of activities related to garden design.

These topics are especially important for planning and implementing landscape projects. Hence, graduates with such knowledge and skills could easier integrate into the labour market and easier communicate with other partners like architects, builders, suppliers of construction materials.

Considering the analysis of the students’ final theses, the expert team noticed that most of them are professionally performed from a technical point of view, however a considerable share of students’ plans lack some creativity and exceptional design ideas. The College should think how to incorporate methods and techniques to enhance the development of students’ creativity and willingness to look for interesting, new, nonstandard design solutions. As an example, the methods of brain storming, sessions aiming at idea generation, techniques of how to search sources for new design solutions or others could be used in the learning process. Creativity is one of the most important skills for any kind of designer.

The content of the subjects and/or modules is with the above mentioned exceptions consistent with the type and level of the studies; especially compared to similar programmes in and outside Lithuania.

The content of the programme reflects latest achievements in science, art and technologies in most subjects, with exception of above mentioned shortcomings, and creative design methods.

### **2.3. Teaching staff**

Legal requirements are considered. In the study programme work 28 teachers. According to SER 25 of them (89,3 %) were permanent and 3 were invited (10,7 %). 6 teachers are doctors of sciences, 4 docents, 19 lecturers and 1 teacher – assistant. It is stated that all members of the academic staff have at least 3 years of practical work experience in the field of the subject taught which was also supported during the onsite visit. All teachers of the study programme have master's qualification degree or equal higher education qualification.

Qualification of teaching staff in general is adequate to ensure learning outcomes. Only in one case it remains unclear why the same teacher teaches two absolutely different subjects, namely philosophy, and psychology.

Further qualification of teaching staff is managed as ongoing process. Student – teacher ratio is very reasonable, but “the big concern of the programme is the ageing staff” (SER. p. 17). 6 teachers are older than 65 (above retirement age), only few are younger than 45 years.

Teaching staff should be involved into the dialogue with social partners regarding R&D projects. Some employers at the expert meeting pointed out that they have experience in carrying out research projects in their companies and it would be highly welcomed if the College would contribute to this process as well.

Publication activities should be extended to international journals to better document ongoing research activities. Although most of the teaching material is available in English, at least some teachers have to improve their English knowledge in the nearest future to ensure conversation with foreign students. On the other hand expert panel found that this area is improved since the last evaluation, however it should be continued.

The ability to track and analyse the latest trends in gardening & landscape at an international level and to share this knowledge with students or social partners is highly dependent on the teachers' English language skills.

Teachers' workload in terms of contact hours (currently 880 hrs. per year; SER p. 17) should be moderately reduced to improve conditions for further development and to enable teachers to increase publication output or participation at international conferences.

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

Since 2014 the study premises of the Faculty of Technologies and Landscaping are located in Kaunas city, Pramonės st. 22. In 2014 the premises (auditoriums and classrooms) were renovated and are well-equipped now. There are also appropriate administration rooms. The provision with sufficient area for students to stay during break or lunch time has to be improved.

14 classrooms are used for Gardening and Landscape Design study programme. 10 classrooms are supplied with stationary demonstration equipment. One classroom has an interactive board system, 3 classrooms are computerized. Computerized teachers' rooms are located near to the classrooms.

There are 51 computers in the department, whereof 21 computers are used by the department administration and teachers. As specific software programmes AutoCAD 2014, Google SketchUp, 3D Garden Composer, Flores (created and implemented by department's teachers) can be used by students as well as the teaching staff. In particular 3D Garden Composer and Flores are typically used in the course of developing the final theses.

For self-studies students can use the computer classrooms and the above mentioned software programmes and also other technical facilities as microscopes, overhead projectors, the interactive board system, tape recorders and a video at any convenient time outside the teaching times.

Since 2015 students can use an experiment laboratory for practices and self-study purposes, which was established in Mastaičiai (Kaunas region). The laboratory consists of a training greenhouse, a training orchard as well as a training ornamental and garden plant nursery.

In 2014 new practical training facilities have been established also in Pramonės st. 22. A studio of interior plants and design was founded. Since 2014 a training small orchard has been planted here. Educational practises for students also can be done in Vytautas Magnus University (VDU) and Dubravos arboretum. Additionally, a new meteorology station for practical students work was established.

It is intended to establish additional flower beds, test fields and newly designed gardens during the next years. In future a modern greenhouse should be constructed.

It has to be mentioned that there is still a lack of up-to-date gardening implements for students' practices as well as for scientific research.

Currently the students can perform final professional activity practice in 37 certified enterprises of stakeholders. Although there is a sufficient number of enterprises offering possibilities for final practice, among them there is only a small number of enterprises and

institutions offering practice in landscape design in a comprehensive meaning (landscape design companies, architects, planning departments of municipalities, national parks etc.).

The newly constructed Faculty Library has an inviting atmosphere and offers adequate spaces for the improved assortment of compulsory study literature as well as workplaces for individual or team work. Computerized workstations can be used by the students at the library. Beside the open access library, students and teachers can order books at Kaunas county public library interlibrary delivery (TBA) and are free to use e-book repositories and have access to a capacious number of subscribed databases.

Currently about 60 % of the essential learning materials and scripts are virtually provided using Moodle. This is particularly advantageous for part-time students.

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

The admission requirements are well-founded; SER (pp. 23-24) states that the conditions of admission to the Gardening and Landscape Design study program have been defined by the Higher Education institutions (LAMA BPO). Since Kaunas College follows the definitions made by LAMA BPO, admission requirements can be regarded as well-founded.

The organization of the study process ensures an adequate provision of the program and the achievement of the learning outcomes. It has to be mentioned that there were relevant improvements in comparison with the situation three years before. The recommendations to take notice to the "potential impacts of climatic change on natural vegetation" were implemented. Although there were improvements in this regard, there are still shortcomings concerning the instructions in the use of AutoCAD. It has to be recommended to start lectures in AutoCAD already in the first year of the study programme. Another shortcoming was an outstanding evaluation of a randomly selected final thesis lacking elementary knowledge on plant sizes.

Although different teaching methods are used for reaching the study aims and virtual learning environment (Moodle) is established, there is still a lack of team teaching and interdisciplinary knowledge transfer. This has to be recommended particularly in connection with the professional support during the preparation of the final theses.

There have been relevant improvements concerning the students' participation in applied research activities. In support of these activities a students' research association was established at Kaunas College. The students also participate in events, exhibitions etc. inside the faculty (annual conferences etc.) as well as different events outside the boundaries of the faculty.

During the last three years 36 faculty students participated in the Erasmus exchange programme. This is a good result, especially in comparison with the actual school enrolments. Detailed informations on the participation possibilities in the mobility programs are available on

the websites of Kaunas College as well as on regular presentations of Erasmus programme at the university. To promote the initiative of students to take part in the Erasmus exchange programme it seems necessary to facilitate the approval of exams passed during the stay at foreign universities.

Kaunas College seems to ensure an adequate level of academic and social support. The assessment system of students' performance is clear, adequate and publicly available. Also a systematic evaluation of all single study subjects by the students has been implemented in the meantime. Students during on site visit did not have any suggestions in this regard.

During economic recession the number of graduates employed according to their specialty has slightly decreased to about 57 % (SER, p. 30). Kaunas College tries to counter this trend by enhancing marketing activities concerning the promotion of the study programme as well as by supporting the search for job placements in close cooperation with employers, especially with former graduates. It has to be recommended to strengthen the design focus of the study programme and to broaden it for potential fields of activities related to garden design.

Conversations with the students have revealed that they wish more learning hours working with AutoCAD. Indeed, this kind of software together with 3D modelling tools is widely used in the landscape industry. The graduates of this programme have to become advanced users of specialized software used in landscape projects. This would be important to increase students' chances to find a job according to their specialty. Also employers would save time and money eliminating the need of additional training for newly employed graduates.

Considering the list of social partners provided in the SER, the expert team noticed that mainly farmers, greenhouse companies and flower retailers are mentioned. The College should strive to find new social partners among landscape architects, construction and landscape design companies, municipalities, administrations of national parks, since these organizations are the most promising potential employers for graduates of this programme. Agreements with these social partners should also arrange procedures how students could perform practice in those organizations. Moreover, the students complained that their practice is being mainly performed inside the College. The students' practice within the organizations of social partners has to be improved.

## ***2.6. Programme management***

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The department is responsible for the management of the Gardening and Landscape Design Programme. The quality of the study programme is monitored by the study programme committee. It consists of scientists, employers, students, graduates and teachers. The

committee discusses the results of research projects, reacts to students' opinion, employers' recommendations, and legal acts regulating the activity of the field of engineering.

Furthermore, the programme committee evaluates the programme development needs and possibilities, presents the projects of programme development in the Department meetings and initiates approval of the common decisions concerning changes in the study programme. The members of the study programme committee discuss the relevance of the programme development and changes, whereas the Head of the Department provides the project of the programme renewal for the Dean's approval.

Information and data on the implementation of the programme are regularly collected and analyzed. The outcomes of internal and external evaluations of the programme are used for its improvement. Actually, the expert group observed, that many critical points addressed in the evaluation report 2012 meanwhile have improved.

Stakeholders participate in the development of the study programme. Every year meetings with employers are organized, where different issues of the study development are discussed, especially the development of students' practical skills during the final practice. In the last years there were relevant improvements concerning the consideration of recommendations of the Alumni club in questions of the development of the study programme.

During the last years complex internal quality assurance measures were implemented. The quality assurance system is based on the principles of the Total Quality Management. This model works in cycles and is implemented with the help of such means as annual self-assessment and benchmarking. There are public presentations and discussions of the results of the self-assessments including all members of the "Kauno Kolegija community" including inter alia students and social partners. 2012 an Academic Board's committee of Management and Study Quality Assurance was established. After the studies of each subject, the students are questioned by the means of anonymous questionnaires concerning the quality of teaching methods and subjects. Teachers and faculty self-assessment preparation groups analyze the results of the inquiry. Teachers' self-assessment reports are presented publicly. Each teacher evaluates his/her own activity by qualitative and quantitative indicators.

The arrangement of the study quality development plan is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2006). A department strategy for 2015 has been prepared. A wide range of actions for internal quality assurance development have been planned for the future.

In spite of complex programme management structures and numerous panels the expert team experienced during the visit at Kaunas College that there are still deficits concerning the

internal communication and flow of information within “Kauno Kolegija community”, as it was evident during on site visit with different target groups for example in question of the correct number of credits for the final thesis (9 vs. 11).

### **III. RECOMMENDATIONS**

1. In some areas the allocation of study subjects to study cycle learning outcomes should be revised and improved. To avoid a further reduction of the number of students, the study programme should be made more attractive especially for foreign students.
2. The students should be provided with more practical training, especially in AutoCAD (starting in the first year), plant care and protection, use of pesticides, machinery and equipment for implementation of gardening and landscape projects. The College should think how to incorporate methods and techniques to enhance the development of students' creativity and willingness to look for interesting, new, nonstandard design solutions. It has to be recommended to strengthen the design focus of the study programme and to broaden it for potential fields of activities related to garden design.
3. Teaching staff should be involved into the dialogue with social partners regarding R&D projects. Publication activities should be extended to international journals to better document ongoing research activities. Teachers' workload should be moderately reduced to improve conditions for further development and to enable teachers to increase publication output or participation at international conferences.
4. The provision with sufficient area for students to stay during break or lunch time has to be improved. Students and teachers should be provided with up-to-date gardening implements for students' practices as well as for scientific research.
5. To promote the initiative of students to take part in the Erasmus exchange programme it seems necessary to facilitate the approval of exams passed during the stay at foreign universities.
6. The College should strive to find new social partners among landscape architects, construction and landscape design companies, municipalities, administrations of national parks, since these organizations are the most promising potential employers for graduates of this programme. Agreements with these social partners should also arrange procedures how students could perform practice in those organizations. The students' practice within the organizations of social partners has to be improved.
7. Lacks in internal communication and information flow have to be abolished.

## **IV. SUMMARY**

The “Gardening and Landscape Design Programme” at Kaunas College aims at a broad qualification in gardening and landscape design, especially to prepare gardening and design specialists who are able to work for green plantation establishment and maintenance institutions, to organize their own business and to adapt creatively to changes of labor market. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

In comparison with the situation three years ago the expert team realized essential improvements concerning the curriculum design, the qualification of the teaching staff, the study process, the study programme administration, the facilities at the new location of the study programme and inter alia the quality assurance system.

Nevertheless there is a potential for on-going activities to maintain current qualities of the programme and to react on already existing weaknesses.

To further strengthen the focus on landscape design it seems necessary to improve the skills of the students concerning designing and drafting. The use of professional CAD-programms like AutoCAD should be taught already from the first year and the number of certified enterprises of stakeholders offering practice in landscape design in a comprehensive meaning (landscape design companies, architects, planning departments of municipalities, national parks etc.) has to be increased.

While participation of students at exchange programmes has essentially increased, the participation of teachers in international conferences and contact to foreign colleges or universities should be improved to ensure the intended internationality of the study programme. Moreover, the English language skills of the teaching staff are only partially adequate.

The premises for studies in terms of facilities and learning resources are for the most parts adequate in their size and quality. Nursery, arboretum and greenhouses have to be developed or established within the next years. Up-to-date gardening implements to be used for students’ practices as well as for scientific research should be provided.

The organization of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes, with above mentioned exceptions. Students are encouraged to participate in research, artistic and applied research activities. The higher education institution seems to ensure an adequate level of academic and social support. The assessment system of students’ performance is clear, adequate and publicly available. Professional activities of the majority of graduates meet the program providers' expectations at least under prosperous economic conditions. Students willingness to participate in study abroad

programs should be supported by accepting their attainments from abroad in the Gardening and Landscape Design programme.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The internal quality assurance measures seem to be well organized. Nevertheless obvious deficits concerning the internal flow of information within “Kauno Kolegija community” have to be eliminated.

## V. GENERAL ASSESSMENT

The study programme *Gardening and Landscape Design* (state code – 653H93002) at Kaunas College 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>18</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: Prof. Dr. Dietwald Gruehn

Grupės nariai:

Team members: Dipl.-Ing. Thomas Proksch

Mr. Gediminas Viškelis

Mr. Vaidas Bartusevičius

#### IV. SANTRAUKA

Kauno kolegijoje vykdoma studijų programa *Želdiniai ir jų dizainas* siekiama suteikti plačias kvalifikacijas želdinių projektavimo srityje, ypač parengti želdinių ir jų dizaino specialistus, sugebančius dirbti želdinių želdinimo ir priežiūros institucijose, organizuoti savo verslą ir kūrybiškai prisitaikyti prie darbo rinkos pokyčių. Programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį.

Palyginę su padėtimi, buvusia prieš trejus metus, ekspertai pastebėjo, kad padaryta esminių programos sandaros patobulinimų, iš esmės pagerėjo dėstytojų kvalifikacija, studijų procesas, studijų programos administravimas, patalpos naujoje studijų programos vykdymo vietoje ir, be kita ko, kokybės užtikrinimo sistema.

Tačiau dar yra ką veikti siekiant išsaugoti dabartines šios programos savybes ir reaguoti į esamus trūkumus.

Siekiant toliau didinti dėmesį želdinių dizainui, atrodo, būtina gerinti studentų projektavimo įgūdžius. Jau nuo pirmųjų studijų metų reikėtų mokyti studentus naudotis profesionalams skirtomis CAD programomis, pvz., *AutoCAD*, be to, reikia didinti socialinių dalininkų, siūlančių atlikti želdinių dizaino plačiąją prasme praktiką, patvirtintų įmonių (kraštovaizdžio projektavimo, architektų, savivaldybių planavimo skyrių, nacionalinių parkų ir t. t.), skaičių.

Nors studentų dalyvavimo mainų programose lygis tikrai pakilo, reikėtų skatinti dėstytojus aktyviau dalyvauti tarptautinėse konferencijose ir palaikyti ryšius su užsienio kolegijomis, siekiant užtikrinti didesnę šios studijų programos tarptautiškumą. Dėstytojų anglų kalbos įgūdžiai taip pat nepakankami.

Studijoms skirtos patalpos, įranga ir metodiniai ištekliai, turint omenyje jų dydį, skaičių ir kokybę, iš esmės yra tinkami. Reikia gerinti arba per kelerius metus įrengti daigyną, medelyną ir šiltnamius. Studentus reikia aprūpinti praktikai ir moksliniams tyrimams reikalingomis želdinimo priemonėmis.

Studijų procesas organizuojamas taip, kad užtikrinamas tinkamas šios programos vykdymas ir galimybė pasiekti numatomus studijų rezultatus, išskyrus anksčiau minėtas išimtis. Studentai raginami dalyvauti mokslinių tyrimų, meno ir taikomųjų mokslinių tyrimų veikloje. Atrodo, jog ši aukštoji mokykla užtikrina reikiamą akademinės ir socialinės pagalbos lygį. Studentų rezultatų vertinimo sistema aiški, tinkama ir skelbiama viešai. Daugelio absolventų profesinė veikla tenkina programos vykdytojų lūkesčius, bent jau sėkmingos ekonomikos

sąlygomis. Studentų noras dalyvauti studijų užsienyje programose turėtų būti palaikomas patvirtinant jų pasiekimus užsienyje studijuojant programą *Želdiniai ir jų dizainas*.

Atsakomybė už sprendimus ir programos įgyvendinimo stebėseną aiškiai paskirstyta. Vidinio kokybės užtikrinimo priemonės, atrodo, organizuotos gerai. Tačiau akivaizdu, kad reikia šalinti trūkumus, susijusius su vidinės informacijos stoka Kauno kolegijos bendruomenėje.

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### **III. REKOMENDACIJOS**

1. Reikėtų persvarstyti ir patobulinti kai kurių studijų dalykų priskyrimą studijų pakopos numatomiems studijų rezultatams. Siekiant išvengti tolesnio studentų skaičiaus mažėjimo, šią studijų programą reikėtų padaryti patrauklesnę, ypač užsienio studentams.
2. Studentai turėtų būti daugiau mokomi praktinių dalykų, ypač *AutoCAD* (pradedant pirmaisiais studijų metais), augalų priežiūros ir apsaugos, taip pat pesticidų, mechanizmų ir įrangos, reikalingų želdinimo projektams įgyvendinti, naudojimo. Kolegija turėtų apmąstyti, kaip įtraukti metodus ir technologijas, kurios padėtų ugdyti studentų kūrybiškumą ir skatintų norą ieškoti įdomių, naujų, nestandartinių dizaino sprendimų. Rekomenduojama, kad šioje studijų programoje daugiau dėmesio būtų skiriama dizainui, ir išplėsti jo taikymo sritį iki sodų (parkų) projektavimo.
3. Dėstytojai turėtų diskutuoti su socialiniais partneriais apie mokslinių tyrimų ir technologinės plėtros projektus. Kad mokslinių tyrimų veikla būtų geriau pagrįsta dokumentais, publikacijos turėtų būti skelbiamos ir tarptautiniuose žurnaluose. Reikėtų nuosaikiai mažinti dėstytojų darbo krūvį ir taip gerinti tolesnio jų tobulėjimo sąlygas ir didinti galimybes rengti straipsnius ar dalyvauti tarptautinėse konferencijose.
4. Reikia suteikti studentams pakankamai ploto, kur jie galėtų leisti pertraukas tarp paskaitų arba pietų pertrauką. Studentai ir dėstytojai turėtų būti aprūpinami šiuolaikiškais želdinimo priemonėmis, skirtomis studentų praktikai ir moksliniams tyrimams.
5. Siekiant paskatinti studentus dalyvauti *Erasmus* mainų programoje, atrodo, reikia supaprastinti egzaminų, kuriuos jie išlaikė studijuodami užsienio universitetuose, patvirtinimo sąlygas.

6. Kolegija turėtų aktyviai ieškoti naujų socialinių partnerių tarp kraštovaizdžio architektų, statybų ir landšafto projektavimo įmonėse, savivaldybėse, nacionalinių parkų administracijose, nes šios organizacijos yra perspektyviausi programos absolventų darbdaviai. Susitarimuose su šiais socialiniais partneriais turėtų būti numatytos studentų praktikos šiose organizacijose atlikimo procedūros. Reikia tobulinti jose studentų atliekamą praktiką.

7. Reikia panaikinti trūkumus, susijusius su vidaus komunikavimu ir informavimu.

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