



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Žemaitijos kolegijos  
**ŽELDYNŲ IR JŲ DIZAINO PROGRAMOS (653H92001)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *LANDSCAPE GARDENING AND DESIGN***  
**STUDY PROGRAMME (653H92001)**  
at Zemaitija College

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Želdynai ir jų dizainas</i>
Valstybinis kodas	653H92001
Studijų sritis	Technologijos mokslai
Studijų kryptis	Inžinerija
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Želdynų projektavimo profesinis bakalauras
Studijų programos įregistravimo data	2003-05-29

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Landscape Gardening and Design</i>
State code	653H92001
Study area	Technological sciences
Study field	Engineering
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Planting Design
Date of registration of the study programme	29-05-2003

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## I. INTRODUCTION

The “Landscape Gardening and Design” study programme is one of 15 study programmes of Zemaitija College. At the same time it is one of 2 study programmes by the same name (one more is under implementation at Vilnius College) and very close to „Landscape Design” programmes that are implemented at Klaipeda College and Kaunas College of Forestry and Environmental Engineering. There is some kind of competition between Zemaitija College and other colleges’ programmes. Especially that the main tasks and goals are very similar. Just Zemaitija College programme provides more social and law knowledge. However, there is a competition of colleges’ graduates for labour places. Recently the demand for landscape gardening and design generally decreased in Lithuania but there is still a demand for high qualified specialists in this field. That should be motivation for students to reach high professional qualification and be able to work and make decisions independently.

The programme analysis is based on the self-evaluation-report (SER) on the one hand and the visit of the international expert group at Zemaitija College on the 6<sup>th</sup> November 2012 on the other hand. While SER was not enough informative, meetings with the administration staff, the staff responsible for the SER, the teaching staff, students’ representatives, alumni and employers provided a good opportunity for a critical analysis of the specifications of the study programme “Landscape Gardening and Design” and the SER-declarations. Visits on training labs and classrooms; equipment, teaching tools and demonstration equipment; methodological and other teaching materials in the classrooms, laboratories, the library, the plants’ growing ground and the ornamental plants’ nursery were a good base for the evaluation of the study programme as well as students’ course and final papers (thesis) documented the learning outcomes in a descriptive way.

## II. PROGRAMME ANALYSIS

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

The information about the study programme, its aims, learning outcomes is announced in the AIKOS database, publications on the admission to Lithuanian higher schools, and the Internet website of the College and they are publically accessible. The programme aims and learning outcomes are based on the academic and professional requirements.

According to SER (15) „*The principal aim of study programme is to train a broad profile professional Bachelor with college education for activity in an enterprise who would be able to organize the processes of green plantations designing and installation and to manage the works of green plantations installation and care*“ and there is a doubt about programme aim “*to train specialists with higher education who would be able to... work in science,...institutions...*” which require rather higher university education.

The statement in SER (65) that „*Although the number of young people in Lithuania is decreasing, the number of applicants to the study programme of Landscape Gardening and Design in the College has been rather stable*“ is inconsistent with reality because presented data shows that the amount of applicants in year 2011 decreased almost twice in comparison with year 2010. This should be taken into account when aims and outcomes of study Programme will be revised. The strictly reduced amount of admitted students last year partly confirms that Programme is not very attractive for students - the competition in gardening business increases day by day and it causes problems for the graduates to find occupational job, especially in rural region.

The programme aims and learning outcomes are mainly consistent with the level of studies. In some cases they are not exactly consistent with the type of studies – it is notably to few attention to landscape design. The learning outcome “*To know the morphological characteristics of ornamental flowers and their communities*“ is not clear and do not consist with many of presented academic subjects (Plant Nurseries, Garden Plant Selection etc.). Some topics or branches of professional activity are presented in the programme to wide and some of them too short, and in Botany, Dendrology, and Economics especially. That can influence the qualification level.

The name of the programme is ambitious and not enough clear. If it is about *Landscape Gardening and Landscape Design*, we are missing an adequate focus on real landscape design in outcomes and content. If it is about *Landscape gardening* and some *Design* it is still not clear what kind of *design skills are targeted*.

## ***2. Curriculum design***

The curriculum design meets legal requirements but in some case too detailed information is presented (e.g. very small topics of major themes). There are no descriptions of outcomes of the studies of the programmes from the list of free-choice electives. In some modules there are no requirements for prerequisites, this seems unclear.

Some study subjects and modules are not spread evenly, and some topics or even modules duplicate:

- Outcomes of study programme and intended learning outcomes of module BASICS OF ECONOMICS and module ENTERPRISE ECONOMICS are the same. Major themes are duplicated too, with just some changes of expressions and mixing (dislocating) of phrases.
- Module LANDSCAPE GARDENING IN SETTLEMENTS duplicates some major themes of module LANDSCAPE GARDENING DESIGN, DEVELOPMENT, AND MAINTENANCE.
- Modules LANDSCAPE MACHINERY and LANDSCAPE GARDENING CARE MECHANIZATION are very closely related, but there still exist two of them instead of one.
- Major theme No. 3 of module FLOWER PREPARATION FOR FLORAL ARRANGEMENTS duplicates theme No. 5 of module BASICS OF PLANT COMPOSITION and theme No. 4 partly duplicates theme No. 6.

The content of some modules is not consistent with the type of studies:

- Module OCCUPATIONAL SAFETY includes instructions of safety requirement only for „soil cultivation and electrical equipment“, but does not include safety requirements for work with all gardening equipment.
- There are many dissonances between outcomes of studies programme and outcomes of subject in module BOTANY.
- Module ECOLOGY AND CIVIL PROTECTION in addition to topics about civil (human) protection includes topics about biodiversity and its protection. Human protection and nature protection are absolutely different subjects.
- Module CHEMISTRY does not include basics of plant biochemistry, a necessary requirement for understanding the plants' role in human life, gardening included.

The programme is targeted towards excellent professional education, but some gaps still exist. For example, the Module MEDICINAL PLANTS is on the list of free-choice electives, whereas knowledge about those plants is very important in gardening too.

Gardening business is relatively stagnant in comparison with other kind of business. Plants and planting technologies, and care technologies do not change so fast. The content of the programme mainly reflects the latest achievements in this field.

The areas of artistic design skills, especially in gardening and landscape design as well as landscape maintenance, including public areas in rural municipalities have to be improved.

### **3. Staff**

The study programme is provided by the staff meeting legal requirements.

All teachers who are working in this study programme have at least a Master's (or equivalent) degree in the study field of the taught subject, professional and teaching qualification, and the experience of practical activity in the field of the taught subject, but just one teacher has a doctor degree. The amount of doctors in this programme decreased from 4 to 1 during last 5 years.

The qualifications of teaching staff are mostly oriented to technical fields. Just very few teachers have education directly related with plants, and few of them have education related to landscape management or architecture, but none of them with international experience. No teacher has an education in landscape gardening. Too few scientists working in this programme and too few teachers have an education related to plants.

The subjects in the study programme are taught by 42 teachers. The number of teaching staff is adequate to ensure the learning outcomes.

About 69 % of teachers are younger than 55 years, and about 31 % are younger than 50 years.

That means that turnover is balanced quite well and it can ensure the provision of programme.

The College has contacts with some universities, colleges and other institutions in European countries. This ensures possibilities of teachers' exchange, but teachers are not active in international exchange programme, presumably partly due to insufficient foreign language skills. This creates a negative perception on the quality of teaching process among foreign students visiting the College.

Some teachers participate in local and international conferences (totally in 15 during year 2007-2011) with presentations. Participation still looks rather poor because it is just 0.06 participation/per person/per year. Teachers participated in research trips to Turkey, Belgium, and Western Europe on Leonardo da Vinci research project.

There were just two scientific publications during the last 5 years. Articles of R. Vasiliauskiene and V. Mačiulaitiene were published in the journal *Works of Young Researchers*. This field of activity is really weak at the College.

### **4. Facilities and learning resources**

Size and quality of premises are adequate for studies. There are 21 classrooms and laboratories for the students with total area of near 1300 sq. meters (SER, tab 9).

Teaching and learning equipment looks adequate for studies in their size and quality. The college has contemporary audio-visual equipment. During lectures, students can use this equipment in

the classrooms and also have free access to the Internet. Herbal and woody plants examples collections (herbariums) which are important for the teaching process of botany and dendrology, do not exist in enough amount and students study living plants during vegetation season.

The college has a field laboratory of plants with an area of 1 ha and adequate equipment for practical activity (machinery, tools etc.). Nevertheless some minor machineries and tools for maintenance of green territories are still missing.

The Library is equipped with computerized library funds in the library system ALEPH 500 programme. Funds of the library consist of 22,589 copies of documents, including 34,3% of publications on the subjects of natural sciences, technologies, and art; 651 copies are in foreign languages. Students have access to periodicals of 39 titles, including 12 in the field of green plantations installation, plant growing, and plant care. There should be more journals and books in English language and easy open access to 3D modelling software.

### ***5. Study process and student assessment***

Admission requirements and procedures are founded on orders and descriptions of State institutions. Calculation the average score of applicators by dividing of sum of highest and lowest points does not shows the real situation.

According to SER, in 2011 59% of the surveyed students were satisfied with the studies at the college, 40% partly satisfied, and merely 1% was dissatisfied. That should predict that the organization of the study process ensures achievement of the learning outcomes. Unfortunately there is no information what modules or topics were studied by foreign students (from Turkey) and how they evaluated the teaching process. According to the information gathered during the external expert's visit to the college, there were significant constraints according the teaching process of visiting students.

According to SER (102), „*The academic staff of the College try to regularly involve students into research projects*“, but results of such efforts or more detailed information were not presented. Students of the final year conduct research during their final practice. A National Student Conference was held in the college in 2006, and 5 students of the revised study programme made presentations. A very limited number of students participate in national students' conferences or scientific-practical conferences.

Students can satisfy their need for self-expression by joining of amateur art activities or sports at the college, or attending the cultural evenings, discussions, or excursions organized by the college. The college has even a student drama studio and a music group.

Students have opportunities to participate in mobility programmes, but just few of them did it. Information about ERASMUS programme and on the higher schools abroad where students can go is very well spread at the College. Unfortunately, due to poor knowledge of foreign languages, students are little interested in these studies abroad and just 3 of them participated in the ERASMUS exchange programme during the last 5 years.

The level of academic and social support is rather good. Students are provided with consistent academic, psychological, social, and financial support. The study programme can also be chosen by disabled students. Stimulating grants are paid to students with best academic results in addition to social grants, and they have the possibility to get state loans or state-backed loans. Each student who applies for a place in the dormitory and promises to observe the rules of the house gets a place in it.

During the studies, students are informed about the chosen study programme and about the order and assessment of training practices and academic papers. The information can be obtained both on the college website and directly from the representatives of the college administration, teachers, and curators. The system of cumulative assessment of the learning achievements is used and descriptors of the assessment system are presented. For the assessment of the final thesis of the study programme, a Qualifying Board of no less than 5 members, one representative of employers included, is formed. It ensures clarity and adequacy of the process.

Evaluation of students' final works showed that projects were rather quit weak from the artistic and design point of view and formal.

Surveys show that 31% of the graduates in 2006, 40% in 2007, and 23% in 2008 had jobs related to the acquired profession. According to SER (118) in year 2011 even 42% students got jobs after graduation. It seems to be a good rate for Lithuania's job market in gardening, but there is no information how many of them found occupational jobs.

## ***6. Programme management***

Responsibilities are allocated clearly. The College has collegial bodies of management: the council and the academic council.

Information about programme implementation is collected and analysed by the Quality Committee.

The Opinion of employers and stakeholders is a background for improvement of the programme in addition to the Quality Committee recommendations.

The views of involved employers and stakeholders in the assessment of personal traits of the graduates show that alongside scientific knowledge, special abilities, and practical work skills,

they pay special attention to abilities of communication, adoption of knowledge and experience, and their application to professional activities, as well as graduates' independence, initiative and creativity.

The Quality Committee needs to control and coordinate the process of quality assurance at the college, but the evaluation of the modules of the study programme showed that this was not always done - the combinations of topics in some modules (Ecology, Occupational Safety, Botany, Floriculture, Enterprise Economics etc.) do not clearly respond to indicated aims and do not ensure learning outcomes fully.

According to opinions of employers and stakeholders, students are still missing an adequate knowledge of small architecture, pruning (shaping) of the trees and dendrology, and some students do not have enough experience in social activity (communication).

A regular evaluation of all subjects and lessons by the students should be implemented. The results have to be published.

### III. RECOMMENDATIONS

1. Split the module ECOLOGY AND CIVIL PROTECTION in two independent modules. Topics about biodiversity and its protection might be joined to the Theme 3 of module LANDSCAPE GARDENING DESIGN, DEVELOPMENT, AND MAINTENANCE.

2. Module CHEMISTRY should include at least basics of plant biochemistry.

3. Module OCCUPATIONAL SAFETY should include safety requirement instructions for work with all gardening equipment, not only „*soil cultivation and electrical equipment*“.

4. Module BOTANY needs to be reviewed and reformed. There are many dissonances between outcomes of the study programme and outcomes of the subject.

5. Outcomes of study programme and intended learning outcomes of module BASICS OF ECONOMICS and module ENTERPRISE ECONOMICS are absolutely the same. Major themes are duplicated too, with just some changes of expressions. The study programme cannot contain duplicate modules. Mentioned modules should be revised to avoid duplication of themes or topics.

6. Module LANDSCAPE GARDENING IN SETTLEMENTS duplicates major themes of module LANDSCAPE GARDENING DESIGN, DEVELOPMENT, AND MAINTENANCE. Mentioned modules should be revised to avoid duplication of themes or topics.

7. Modules LANDSCAPE MACHINERY and LANDSCAPE GARDENING CARE MECHANIZATION probably need to be joined to one module, or one of modules could be included into another because they are very closely related.

8. Major theme No. 3 of module FLOWER PREPARATION FOR FLORAL ARRANGEMENTS duplicates theme No. 5 of module BASICS OF PLANT COMPOSITION, and theme No. 4 partly duplicates the theme No. 6. Mentioned modules and modules FLORISTICS and FLORICULTURE should be revised to avoid duplication of themes or topics.
9. Module MEDICINAL PLANTS from free-choice electives should not include themes about healing with medicinal plants because it requires from lecturer special higher education in medicine.
10. The title of module HEALTHY EATING AND ETIQUETTE should be changed because some themes do not contribute to this title.
11. There should be more journals and books in English language. Another shortcoming is easy open access 3D modelling software, which is missing.
12. A regular evaluation of all subjects and lessons by the students should be implemented. The results have to be published.
13. Because of the very specific dislocation of Zemaitija College a strengthened focus on landscape greening programmes and the maintenance of old parks may be worth of discussion.
14. A new full time position in landscape design or landscape architecture for a person with international experience should be created.
15. Strengthening of botany and dendrology in teaching process probably is really promising in this programme.
16. English lessons for teachers' might improve teaching quality significantly.

#### IV. SUMMARY

The programme aims and learning outcomes are mainly consistent with the level of studies. In some cases they are not exactly consistent with the type of studies. The name of the programme is not clear enough. Obviously, it should be revised if its contents are really *Landscape design*. Some study subjects and modules are not spread evenly and some topics and even modules duplicate. The content of some modules is not consistent with the type of studies. Probably it should be revised and improved. The areas of artistic design skills, especially in gardening and landscape design as well as landscape maintenance, including public areas in rural municipalities have to be improved.

The study programme is provided by the staff meeting legal requirements. It is positive that the subjects in the study programme are taught by 42 teachers and number of teaching staff is really adequate to ensure the learning outcomes.

Nevertheless, there are too few scientists working in this programme and too few teachers who have a special education related to plants and botany. Scientific activity and mobility of teachers is really weak and should be improved. It seems that at the moment there is no distinctive ambition of the teachers for PhD development. One position in landscape architecture or landscape design with international experience is missing.

Facilities and learning resources are generally good. It is positive that the College has many facilities in surrounding territories. This facilitates the teaching process and makes it more easy and effective. There is some lack of teaching facilities for botany and dendrology.

Conditions for students' life and study process are quite good. Facilities for living, leisure, as well as financial support ensure good possibilities for them. Nevertheless students are not enough active in scientific research work as well as in participating in exchange programmes.

It is positive that the College has very good contacts to employers and stakeholders who are ready to invite students of the College to practices and jobs after graduating. Nevertheless, it seems that the Quality Committee, which is responsible for the control and coordination of the quality assurance process, is not enough active and the evaluation of modules of the study programme showed that the job not always was done in adequate intensity.

## V. GENERAL ASSESSMENT

The study programme Landscape Gardening and Design (state code – 653H92001) at Zemaitija College is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>13</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.

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## Vertimas į lietuvių kalbą

### III. REKOMENDACIJOS

1. Padalinti modulį „Ekologija ir civilinė sauga“ į du atskirus modulius. Bioįvairovės ir jos saugojimo temos gali būti sujungtos į modulio „Želdynų projektavimas, įrengimas ir priežiūra“ 3 temą.

2. Į „Chemijos“ modulį turėtų būti įtraukti bent jau augalų biochemijos pagrindai.

3. Į modulį „Darbų sauga“ turėtų būti įtraukti darbo su visa sodo įranga, o ne tik „žemės įdirbimo ir elektros įranga“, saugos reikalavimai.

4. „Botanikos“ modulį reikėtų peržiūrėti ir pakoreguoti. Yra daug neatitikimų tarp studijų programos rezultatų ir dalykų numatomų studijų rezultatų.

5. Studijų programos rezultatai ir numatomi modulio „Ekonomikos pagrindai“ bei modulio „Įmonių ekonomika“ studijų rezultatai yra visiškai tie patys. Pagrindinės temos taip pat dubliuojasi, tik formuluotės kai kur pakeistos. Studijų programoje negali būti besidubliuojančių modulių. Minėti moduliai turėtų būti peržiūrėti, siekiant išvengti temų dubliavimosi.

6. Modulis „Gyvenviečių želdynai“ dubliuoja pagrindines modulio „Želdynų projektavimas, įrengimas ir priežiūra“ temas. Minėti moduliai turėtų būti peržiūrėti, siekiant išvengti temų dubliavimosi.

7. Modulius „Želdinimo darbų mechanizavimas“ ir „Želdinių priežiūros mechanizavimas“ greičiausiai reikėtų sujungti į vieną modulį arba vieną iš šių modulių reikėtų įtraukti į kitą, nes jie glaudžiai susiję.

8. Pagrindinė modulio „Gėlių paruošimas aranžavimui“ 3 tema dubliuojasi su modulio „Augalų komponavimo pagrindai“ 5 tema, o 4 tema iš dalies dubliuojasi su 6 tema. Minėti moduliai, taip pat moduliai „Floristika“ ir „Gėlininkystė“ turėtų būti peržiūrėti, siekiant išvengti temų dubliavimosi.

9. Modulis „Gydomieji augalai“ iš laisvai pasirenkamų dalykų neturėtų apimti gydymo augalais temų, nes tai reikalauja specialaus aukštojo medicininio dėstytojo išsilavinimo.

10. Modulio „Sveika mityba ir etiketas“ pavadinimas turėtų būti pakeistas, nes kai kurios temos neatitinka šio pavadinimo.

11. Turėtų būti daugiau žurnalų ir knygų anglų kalba. Dar vienas trūkumas – tai trūkstama paprasta atviroji 3D modeliavimo programinė įranga.

12. Reikėtų reguliariai atlikti studentų visų dalykų ir paskaitų vertinimą. Vertinimo rezultatai turėtų būti viešinami.

13. Dėl ypač specifinės Žemaitijos kolegijos vietos verta apsvarstyti didesnę orientaciją į kraštovaizdžio želdinimo programas ir senų parkų priežiūrą.

14. Reikėtų įvesti naują etatą kraštovaizdžio dizaino ar kraštovaizdžio architektūros dėstytojo su tarptautine patirtimi pareigoms.
15. Botanikos ir dendrologijos mokymo proceso stiprinimas šioje programoje yra išties perspektyvus.
16. Anglų kalbos pamokos dėstytojams gali gerokai pagerinti dėstytojų kokybę.

#### IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai iš esmės atitinka studijų pakopą. Tačiau kai kuriais atvejais jie ne visiškai atitinka studijų rūšį. Programos pavadinimas ne visiškai aiškus. Be abejo, pavadinimą reikėtų peržiūrėti, jei programos turinys yra išties želdynai ir jų dizainas.

Kai kurie studijų dalykai ir moduliai pasiskirstę netolygiai, o kai kurios temos ar net moduliai dubliuojasi. Kai kurių modulių turinys neatitinka studijų rūšies. Veikiausiai jį reikėtų peržiūrėti ir patobulinti. Reikėtų tobulinti meninio dizaino įgūdžių sritis, ypač želdynų ir jų dizaino bei želdynų priežiūros, įskaitant viešąsias zonas kaimo savivaldybėse.

Studijų programą teikia darbuotojai, atitinkantys teisinius reikalavimus. Studijų programos dalykus dėsto 42 dėstytojai, tai yra teigiama ir dėstytojų skaičius yra tikrai pakankamas numatytiems studijų rezultatams užtikrinti.

Tačiau programoje dirba per mažai mokslininkų ir per mažai dėstytojų su specialiu augalininkystės ir botanikos sričių išsilavinimu. Dėstytojų mokslinė veikla ir dalyvavimas judumo programose neintensyvūs; šie rodikliai turėtų būti gerinami. Šiuo metu susidaro įspūdis, kad dėstytojai neturi ambicijų siekti daktaro laipsnio. Trūksta vieno kraštovaizdžio architektūros ar kraštovaizdžio dizaino dėstytojo su tarptautine patirtimi.

Materialieji ištekliai apskritai geri. Džiugina tai, kad Kolegija turi daug materialinių bazių aplinkinėse teritorijose. Tai palengvina studijų procesą ir daro jį veiksmingesnį. Šiek tiek trūksta botanikos ir dendrologijos mokymosi bazių.

Studentų gyvenimo ir studijų eigos sąlygos gana geros. Gyvenimo ir laisvalaikio sąlygos, taip pat finansinė parama užtikrina jiems geras galimybes. Vis dėlto studentai nepakankamai aktyviai dalyvauja mokslinėje tiriamojoje veikloje bei mainų programose.

Pozityvu tai, kad Kolegija palaiko gerus ryšius su darbdaviais ir socialiniais dalininkais, kurie pasirengę priimti Kolegijos studentus į praktiką ir įdarbinti baigus studijas. Vis dėlto atrodo, kad Kokybės komitetas, atsakingas už kokybės užtikrinimo proceso kontrolę ir koordinavimą, nepakankamai aktyvus, o studijų programos modulių vertinimas parodė, kad darbas ne visada buvo atliktas pakankamai.