



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŽEMAITIJOS KOLEGIJOS  
**STUDIJŲ PROGRAMOS *AGROVERSLŲ TECHNOLOGIJOS***  
*(valstybinis kodas - 653D70001)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF TECHNOLOGIES OF AGRO BUSINESS***  
***(state code -653D70001) STUDY PROGRAMME***  
at ZEMAITIJA COLLEGE

1. **Mr. Michael Pearson (team leader)** *academic,*
2. **Dr. Antti Pasila,** *academic,*
3. **Dr. Endla Reintam,** *academic,*
4. **Mr. Gediminas Viškelis,** *representative of social partners',*
5. **Mr. Vygintas Eidėnas,** *students' representative.*

Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b>Agroverslų technologijos</b>
Valstybinis kodas	653D70001
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 m., iššęstinė – 4 m.
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio mokslų profesinis bakalauras
Studijų programos įregistravimo data	2008-08-13

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b>Technologies of Agro Business</b>
State code	653D70001
Study area	Biomedical Sciences
Study field	Agricultural Sciences
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time – 3 years, part-time – 4 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Agriculture Sciences
Date of registration of the study programme	13 August 2008

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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. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Study programme marketing plan

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

In 2002 the Zemaitija College was established in the process of reorganisation of Vocational School of Agriculture of Rietavas. The study programme of Agribusiness Technologies was approved in 2008. The programme is not totally new, as there has been a long tradition to teach agriculture in Rietavas. Due to the demand of social partners, as the agriculture is the main livelihood in the region and changes in agriculture the old programme was modernized and new one established.

### **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 *17/October/2014*.

- 1. Mr. Michael Pearson (team leader)**, *Principal of Gurteen College, Ireland.*
- 2. Dr. Antti Pasila**, *Seinäjoki University of Applied Sciences, SeAMK Food and Agriculture, dean, Finland.*
- 3. Dr. Endla Reintam**, *Estonian University of Life Sciences, Institute of Agricultural and Environmental Sciences, director of studies*
- 4. Mr. Gediminas Viškelis**, *head of VšĮ "Agroschool", project manager of AB „Agrowill Group“, Lithuania.*
- 5. Mr. Vygintas Eidėnas**, *student of Mykolas Romeris University, Faculty of Politics and Management, bachelor studies, Lithuania.*

## **II. PROGRAMME ANALYSIS**

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

There are five main aims of the study programme *Agricultural Technologies* defined according to the self-evaluation report (SER) divided into 18 learning outcomes. The graduates should be able to organize and manage the technical process of plant growing and animal husbandry, to be able to work in a team and transfer newest scientific findings into professional activity. The programme description is available via college website in Lithuanian. In English only the programme aims are presented in the website. The programme aims and intended learning outcomes are, clear, sound, well defined and focussed on academic and professional requirements, public needs, as well as on labour market needs and in accordance with the name of the programme. Evaluation Team was convinced there is a great demand for agricultural professionals in the labour market and also for young teachers in the Zemaitija region as well in

all of Lithuania. In the process of establishing aims and learning outcomes the consultations were carried out among local farmers, municipalities, institutions, teachers and students. Zemaitija College gives education mainly in its region, but it is not the only college or higher education institution giving agricultural education in Lithuania. The intended learning outcomes of the study programme are defined according to the Dublin descriptors and correspond with the requirements of the European qualification structure and Lithuanian law. The programme's ability to reach its aims and intended learning outcomes was confirmed by present full-time and part-time students, alumni and employers when interviewed by the evaluation team (ET), as they were satisfied with the skills offered by the programme.

As the programme is not unique in the Lithuania, there is high competition among higher education institutions for the students. As the discussion during the site visit revealed the highest competitor for the college on students is Vilnius. Young people want to go to the capital where more possibilities are for employment and entertainment. For that reason the programme should offer specializations not available in other institutions. At the current moment there are four specializations in the programme, such as *Commercial Production of Livestock Products*; *Horsing*; *Commercial Production of Garden and Vegetable Products* and *Commercial Production of Plant Products* from which only one, *Horsing*, is unique. However, the specialization selection process described in SER and during site visit doesn't support students' ability to get their favoured specialization and thus learning outcomes during full-time studies. If the number of students is under 12 for one year (11 and 6 students in 2013 and 2014, respectively) only one specialization for all students opens. The College recognized the problem with specializations (number and topics) during site visit. However, no action plan was ready to make the changes. In that reason the specialization organisation process should be reconsidered.

## **2.2. Curriculum design**

With the 15 ECTS of general studies, 66 ECTS of study field general subjects, 16 ECTS of specialization, 30 ECTS for practical training, 9 ECTS of elective courses and 10 ECTS of final thesis the curriculum design is in accordance with legal requirements of Lithuania. The programme was transferred to ECTS credit system in 2011. Study subjects and modules are almost evenly spread (there is 6 ECTS of basic mathematic instead of some specific study subjects) and the themes are not repetitive. The study field general subject is divided into more specific modules, such *Social science*, *General theoretical engineering* and *The main study subjects* which give a better understanding of curriculum design.

The main study subjects give the opportunity to get basics of animal husbandry, plant growing technologies, horticulture, non-traditional business and economics and deeper

knowledge is possible to get in the specialism part. There are four specializations in the curriculum, from which the students can choose one - the best suitable with their interests. However, due to the low number of students (less than 12), this possibility is only for part-time students; where then the individual learning plan is possible.

For the full-time students in reality there is no choice from 4 possibilities as all students in a particular year should choose one common specialization for everybody. If the student doesn't like this specialization he/she has to wait one year to maybe get a suitable specialization in the next year. With low number of students even in part-time studies (6 in 2014), the number of specializations is too high. According to site visits some students are afraid to make the wrong choice and reduce with that the possibilities for further employment, some preferred deeper knowledge in one area than wide in all areas. All in all, the students, alumni and social partners were satisfied with the study programme design, specialization opportunities and learning outcomes. However, to give to all the students more certainty to their skills and learning outcomes, some reorganization of the programme is needed and deeper knowledge, next to the existing courses, in both animal husbandry and plant production should be given inside the main study subject.

There are included lectures, seminars, practical works and course works (reports) in the teaching process which ensure the achievement of learning outcomes if students follow curricula plan and attend the study process. The concern is the low number of contact hours during part-time studies (18.95%) compared to the full-time studies (52.8%), as they meet only 2-times per year for one month for lectures, seminars and practical work. According to the site visit, there is no complaint from the students as they can connect studies with their work. Between the study sessions students can contact with the teachers for consultations and they usually do this by e-mail or by phone. There is no doubt that the content of subjects and modules is consistent with the type and level of the studies also the content and methods used are appropriate for achieving learning outcomes if not taking other left 3 specializations into the account.

The study visit revealed that not all teachers and students use available electronic databases and thus newest achievements in science in the process of teaching and learning. ET was assured that the newest programs and also databases are introduced in the study programme Information Technologies course. Students claimed they are satisfied with the level of the teaching and hope that the information given during the studies is up to the date.

Although the College identified this weaker point in SER (low usage of databases when preparing the tasks, courses or final thesis), ET thinks more active college's encouragement should be given to the students.

### ***2.3. Teaching staff***

There are 69 teachers at Rietavas Faculty, from which 49 are full-time employees. 17.6% of the staff is researchers and more than half of them involved in the teaching have practical experience. 25 teachers are involved in the current study programme and all of them have at least Master degree or qualification equal to that. The teachers are active consultants in their region. This means the qualification and number of the teaching staff meets legal requirements and is adequate to ensure achievement of intended learning outcomes. Only one staff member has doctoral degree and 6 are completing doctoral studies. According to SER there are six lecturers presented in 30–39 age group and other lecturers (18) are over 50 years old. To ensure better turnover of teachers in the near future more young qualified teachers could be included to run the programme, as the average age of teachers is 55.3 years.

The College supports teachers' participation on conferences and seminars in their speciality. ET evaluated very positively teachers' target to visit at least 7 farms per year in order to get acquainted with the latest achievements and trends happening in the Lithuanian agriculture sector. The teachers' visits abroad are mainly financed by ERASMUS program, different projects (not College projects) and partly by college and participants. What is more positive and also commendable, that six teachers have finished specific courses and gained consultant labels. Now they are invited to participate in various events concerning the environmental rules, financing and planning of farming activities, animal feeding etc. and give consultations for other parts. If the conference is held in Lithuania, College gives sometimes even full support, so it seems to ET that College creates conditions for their professional development and even encourages teachers to actively participate.

The participation in the research projects is coordinated by the dean office. At the moment there are no projects managed itself by College in the field of agriculture but ET heard that teachers are invited by different institutions to take part in the projects.

ET thinks that the lack of English skills can limit international relationships, study visits of teachers and usage of newest scientific achievements in the process of teaching, especially by supervision of final theses. From this point of view ET encourages both the College and the teachers to be more concerned on English language skills and put the efforts to improve.

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

There are several well equipped auditoriums, seminar, laboratory and practical work facilities, as well as computer classes available at the College, enough in size for current study programme students' needs. Also, modern tractors were seen in the Agrotechnic's laboratory



(their own JD 6534 with basic machinery + social partners' harvester and other specific machinery) and tillage equipment available for the students teaching. ET was also introduced that students can drive the tractors and practice the main field operation on the college 2 ha land. The horticultural skills can be practiced on College orchard, with basic trees, vegetables, energy plants and landscape possibilities close to the campus. The weak point of the facilities is considered as the lack of their own barn for animal husbandry, explained by College managers due to the low resources and students' harmful effect to the animals. ET would like to notice that now students make harm for social partners' animals, so it is questionable which harm is more important. Also, the study laboratories equipment base could be improved, as there is almost no new analytic equipment's in the laboratories of technologies of planting and horticulture which ET saw during the visit. So, in total teaching and learning equipment is evaluated as partially adequate in size and quality.

ET could agree that there is no well-organized system of students practice at the College. It was explained to ET that the system is set up so that all students will have a practical training supervisor with whom the practical training plan will be discussed. On placement the farmer gives the feedback and finally students have to present the training results. However, there is no one set of common requirements from the college site to which the training place and activities during the training should correspond and what learning outcomes should be reached. As the site visit revealed and it was declared in SER, students choose training places by their own close to the home (usually small farms) or they go to do the practice at their own farms. In that case, in ET opinion, the practical training educational part can be lost as the students don't learn anything new during the training. ET thinks that College has suitable resources to create well balanced and well organised and clearly recognised system for students' practice, so College is encouraged to improve the system.

The teaching materials are available for the students in intranet and Moodle environment as well in the library (textbooks, books, periodical publications). There are also available several electronic materials, such e-books and scientific databases (EBSCO Publishing, Taylor & Francis) via the library computers, computer classes but also via internet in College wireless points (2) and dormitories.

The College is going to launch a new project together with The Lithuanian Agricultural Advisory Service. The aim of the projects is to introduce "eGEBA", agriculture software, to teachers and students, which is a welcome initiative. However, the College has to take into account that there are other specialized agriculture software kits which can be also used training students in plant growing economy, GIS maps, animal husbandry, farms' budget modelling and

forecast, etc.. This kind of software is already being used by larger agriculture companies and farms in Lithuania, therefore it could be beneficial for the students to get familiar with different programs, get to know how to use and combine them in the learning process and also performing practical works in farms or writing their final thesis.

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

The admission requirements are presented on the College webpage and are understandable for the students as it was confirmed during the meetings with ET. The lack of students on the programme was seen from the start of the programme, this year – 7 full-time and 6 part-time students entered to programme. Due to the low entering score, 10% of students have to pay tuition fee, which also causes higher drop outs of students due to the economic reasons. To attract more students the College has recruiting plan with dated actions throughout the whole year, which is good. Main activities in this respect are within a 50 km radius of the College with the aim of informing and attracting secondary school students and farmers' sons and daughters.

According to SER, the study process is well organized as there are fixed study semesters, timetables, examination and holiday period with regulated duration and work load. To avoid too high work load the number of hours per week is no more than 30, the assessment system in different courses is coordinated and 3 days break is planned between exams for preparation. Theoretical courses are organized in big groups together with other programmes students. Speciality courses, laboratory works and practical trainings are organized in small groups, what enables personal contacts with the teachers and more attention to the students in the learning process, especially during full-time studies. Due to the low number of students for part-time studies, individual timetables are possible. ET recognized students and staff satisfaction with the study process organization, especially the possibility to combine studies and work during part-time studies. However, in the case of individual timetables the achievement of programme learning outcomes depends much more from student self-activity, which is supported by Moodle environment and by regular consultations with teachers.

Programme students have relatively little opportunity to participate in applied research, as there are no such kind of projects running in the field of agriculture at College in current time. However, students have a largely free choice of individual Final Project topics offered by teachers but finalized during discussions and by consideration of the students interests. According to the SER, students can present their results on students conferences organized by College and seven current programme students used this opportunity in 2012. ET suggests that more encouragement of students to use new IT solutions and different databases in the study process and final theses preparation is needed from the teachers.

There are ERASMUS and Leonardo da Vinci programs available for the students' mobility to take courses or have practical training abroad. According to SER, two students, Karolis Jurgutis and Ausrine Stankeviciute, went on Erasmus exchange programme to Nitra University, Slovakia in 2013. To add with, ET visit revealed that one student visited intensive course on bio energy in Germany in 2014. However, students' opportunities to participate in mobility programmes are restricted by linguistic and time (working and studying at the same time) limitations. Despite of that several students are considering to take the opportunity to go to abroad to study or make practical training. The number of incoming exchange students is restricted in particular by limitations of teachers to teach in English.

The academic and social support to the students is well organized. Nearly 90% of students get state financing in 2013 and 2014. In the case of any questions and problems the students know that they can go to the dean office or contact the student organization. There is information about academic activities, teachers' consultation times and scholarships available in website and leaflets. Full-time students have a teacher tutor who monitors the students and transfers necessary information to them.

The student assessment system is available on the College intranet. The course information is well described and clear to the students as it was confirmed during the visit. The system of evaluation of learning outcomes is defined by College director order on October 12, 2010 based on the order of the Minister of Education and Science of the Republic of Lithuania. According to SER, the final evaluation is composed of 60 per cent of the examination evaluation and 40 per cent of intermediary assessment (course works, practical trainings, laboratory works etc.) ensuring accumulative acquirement of learning outcomes. Regular feedback in the form of written comments, seminars and individual conversations helps students better achieve learning outcomes. The assessment results will be reported by teachers and analysed yearly in the department and faculty.

According to SER, all first 5 students graduated in 2013 are working in agriculture now as employees or on their own farms. From 7 alumni, represented at the meeting with ET, only one is not working in the area of agriculture at the current moment. In the employers' opinion during the visit, the students are quite well prepared for them for further training as well for permanent work. However, if the plant production deeper specialization was selected, the addition improvements in animal husbandry knowledge are needed to work in cattle farm.

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

The responsibility for changes and decisions in study programme are well defined at College and faculty level. The main responsibility of improving the programme and collecting

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feedback from teachers, students and graduates lies with the Study Programme Committee and involved departments and faculties.

As the programme is rather young (students since 2010), not enough information is available on graduates opinions on study programme as well labour market opinions to the graduates skills. According to the site visit, both sides are satisfied with the programme and reached skills. The system to collect the data is set up as regular feedback from the students and teachers, as well the data evaluation and discussion in programme committee and faculty council.

There hasn't been an earlier external evaluation of the programme so far. The stakeholders and students are involved by the management at faculty or College level, not to the curricula committee (according to the SER), which is directly responsible for developments of the programme. However, to improve the practical skills of the students, cooperation agreements with several institutions and social partners have been signed. According to the site visit, alumni and stakeholders are willing to help the College to improve the study programme and learning process if they are invited by College. So ET encourages College to take further actions to get valuable feedback and suggestions from alumni and social partners. As one of the questions that could be discussed is students' practical arrangement (the weaknesses were mentioned in 2.4 section of this Report) and considering special scholarships for the programme students with the help of social partners in order it could be easier to attract more students to the programme.

There are periodical self-evaluation results available and published (on website) on College level, but not on the level of the study programme. However, as there is a limited number of graduates (5 in 2012), it is difficult to evaluate the results and get the real view.

A relatively low number of incoming students is a big threat, which is clearly realised by the administration of the College. The administration of College has developed a written plan on how to recruit more students, but ET can confirm that not all have heard of it. ET can commend the efforts done by teachers and students in attracting the students to the programme of different ways at the moment but it is recommended that the administration involves teachers, social partners and other stakeholders not only through implementation but also preparation process of such plans, as this creates bigger ownership and utilization of wider resources.

### **III. RECOMMENDATIONS**

1. College could review the study plan with a view to include the content of animal husbandry and plant production in main study subjects to give graduates competency to work later in both directions.

2. It is recommended to decrease specializations in the study programme from four to two and to reconsider specialization offered that are more in accordance with labour market needs.
3. It is recommended to set up the correct practical training system with methodological and organizational rules. To offer proper training places to the students in accordance with the training aims and with strong cooperation of social partners.
4. It is recommended to reestablish College practical skills training facility in animal husbandry near by if possible.
5. It is recommended that additional emphasis should be placed on English training, in order to facilitate greater inward and outward mobility of both students and staff.
6. It is recommended to increase the usage of new IT tools (special software used in agriculture) and databases in the process of teaching and learning.
7. It is recommended to involve more social partners and alumni in the recruitment process of new students. To consider special scholarships for the programme students with the help of social partners.

#### **IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)\***

*\* if there are any to be shared as a good practice*

#### **V. SUMMARY**

The programme aims and intended learning outcomes are, clear, sound, well defined and focussed on academic and professional requirements, public needs, as well as on labour market needs and in accordance with the name of the programme. The intended learning outcomes are broadly based and are in line with academic, professional and partly employment demands. As the programme is not unique in the Lithuania and there is high competition among colleges for the students, the programme should offer specializations not available in other similar institutions. The current selection system of specialization doesn't support students' ability to get their favoured specialization and thus learning outcomes during full-time studies. With low number of students even in part-time studies, the number of specializations (4) is too high. To give to the students more certainty to their skills and learning outcomes, deeper knowledge in basics, such animal husbandry and plant production should be given in the main study subjects.

The content of the programme generally reflects the latest achievements in science and technologies. Lack of English skills inhibit international relationships, study visits of teachers and usage of newest scientific achievements in the process of teaching (databases), especially by supervision of final theses.

There are several well equipped auditoriums, seminar, laboratory and practical work facilities, as well as computer classes available at the College, enough in size for current study programme students' needs. A positive point is the creative use of limited resources, as students can practice field operations on College own two hectare land and horticultural skills in College garden. However, the weak point of the facilities is lack of their own facility to train practical skills in animal husbandry.

The admission requirements are presented on the College webpage and understandable for the students. However, there is lack of students on the programme as only 7 full-time and 6 part-time students entered to programme in 2014. Due to the low number of students, for part-time studies the individual timetables are possible and those are very flexible for those studying at College. For full-time students their low number prohibits getting the favoured specialization. There is still need to strenghten the system of practical training in terms of content, places, processes, evaluation of their effectiveness as well as student involvement level, despite the

cooperation agreements with several institutions and social partners. Programme students have relatively little opportunity to participate in applied research, as there are no such kind of projects running in the field of agriculture at College at the current time. More encouragement of students to use new IT solutions and different databases is needed from the side of teachers. The academic and social support to the students is well organized. In the case of any questions and problems, the students know that they can go to the dean office or contact the student organization. All graduated students are working in agriculture now as employees or on their own farms. In the employers' opinion the students are well prepared for them for further training as well for permanent work.

The responsibility for changes and decisions in study programme are well defined at College and faculty level. The main responsibility of improving the programme and collecting feedback from teachers, students and graduates lies with the Study Programme Committee and involved departments and faculties. The system to collect the data is set up and regular feedback from the students and teachers takes place, as well the data evaluation and discussion in programme committee and faculty council taking place. A relatively low number of incoming students is a big threat, which is clearly realised by the administration of the College. The administration of College has developed a written plan on how to recruit more students, but not all have heard of it, as the ET discovered at the meeting. It is recommended that the administration involves teachers, social partners and other stakeholders not only in implementation but also in the preparation process of such plans, as this creates bigger ownership and a wider utilization of resources.

## VI. GENERAL ASSESSMENT

The study programme TECHNOLOGIES OF AGRO BUSINESS (state code – 653D70001) at ZEMAITIJA 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	2
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>17</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:	Michael Pearson
Grupės nariai: Team members:	Dr. Antti Pasila
	Doc. dr. Endla Reintam
	Gediminas Viškelis
	Vygintas Eidėnas



**ŽEMAITIJOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
AGROVERSLŲ TECHNOLOGIJOS (VALSTYBINIS KODAS – 653D70001) 2015-01-22  
EKSPERTINIO VERTINIMO IŠVADŲ  
NR. SV4-16 IŠRAŠAS**

&lt;...&gt;

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

Žemaitijos kolegijos studijų programa *Agroverslų technologijos* (valstybinis kodas – 653D70001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</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;

**V. SANTRAUKA**

Programos tikslai ir numatomi studijų programos rezultatai yra aiškūs, išsamūs, gerai apibrėžti ir sutelkti į akademinis bei profesinės kvalifikacijos reikalavimus, visuomenės ir darbo rinkos poreikius, atitinka studijų programos pavadinimą. Numatomi studijų programos rezultatai yra įvairiapusiškai pagrįsti ir atitinka akademinis, profesinės kvalifikacijos bei, iš dalies, darbo poreikius. Kadangi Lietuvoje tokia programa nėra vienintelė, – o tarp kolegijų dėl studentų vyksta didelė konkurencija, – studijų programoje turėtų būti siūlomos tokios specializacijos, kurių kitose panašiose mokymo įstaigose nėra. Dabartinė specializacijos pasirinkimo sistema iš nuolatinių studijų studentų atima galimybę remiantis savo gebėjimais įgyti tą specializaciją, kuriai jie teikia pirmenybę, taigi ir pasiekti numatomų programos studijų rezultatų. Esant mažam studentų skaičiui net ir išstęstinių studijų studentams siūlomų specializacijų skaičius (4) yra per didelis. Siekiant studentams suteikti daugiau aiškumo dėl jų gebėjimų ir numatomų studijų

rezultatų, reikėtų studijuojant pagrindinius dalykus suteikti daugiau bazinių žinių, pavyzdžiui, mokyti gyvulininkystės ir augalininkystės pagrindų.

Programos turinys iš esmės atspindi naujausius mokslo ir technologijų pasiekimus. Tačiau anglų kalbos įgūdžių trūkumas trukdo megzti tarptautinius ryšius, riboja mokomuosius dėstytojų vizitus bei jų galimybes naudotis naujausiais mokslo pasiekimais (duomenų bazėmis) dėstant ir ypač vadovaujant studijų baigiamojo darbo rengimui.

Kolegijoje yra kelios gerai įrengtos auditorijos, seminarams, laboratoriniams darbams ir praktiniam mokymui reikalinga įranga ir taip pat tinkamo dydžio (atsižvelgiant į dabartinės studijų programos studentų poreikius) kompiuterių klasės. Teigiamai vertintinas kūrybiškas ribotų išteklių naudojimas – studentai turi galimybę praktinių lauko darbų mokytis nuosavame dviejų hektarų žemės plote, o sodininkystės įgūdžių – kolegijos sode. Tačiau silpnoji materialiosios bazės vieta yra ta, kad kolegijoje nėra jų pačių valdomų praktiniam gyvulininkystės mokymui skirtų išteklių.

Priėmimo į studijas reikalavimai išdėstyti kolegijos interneto svetainėje ir studentams yra suprantami. Tačiau šios programos studentų trūksta, pavyzdžiui, 2014 metais į ją įstojo tik septyni nuolatiniai ir šeši iššestinių studijų studentai. Dėl mažo studentų skaičiaus kolegijoje besimokantiems iššestinių studijų studentams galima sudaryti labai lankstų individualų studijų tvarkaraštį. Tačiau dėl mažo įstojusiųjų skaičiaus nuolatiniai studijų studentams neleidžiama įgyti tos specializacijos, kuriai jie teikia pirmenybę. Nepaisant su keliomis institucijomis ir socialiniais partneriais sudarytų bendradarbiavimo sutarčių, praktinio mokymo sistemą vis dar reikalinga gerinti turinio, vietų, procesų bei jų efektyvumo vertinimo ir studentų dalyvavimo aspektais. Šios programos studentai turi palyginti mažai galimybių dalyvauti taikomųjų mokslinių tyrimų darbe, nes šiuo metu tokio pobūdžio žemės ūkio klausimams skirti projektai kolegijoje nevykdomi. Reikėtų, kad dėstytojai labiau skatintų studentus naudotis naujausiais informacinių technologijų sprendimais bei įvairiomis duomenų bazėmis. Akademinė ir socialinė parama studentams organizuota tinkamai. Studentai žino, kad, kilus kokiems nors klausimams bei problemoms, jie gali kreiptis į dekanatą ar studentų organizaciją. Visi studijas baigę studentai šiuo metu yra įsidarbinę žemės ūkyje arba ūkininkauja savo ūkiuose. Darbdavių nuomone, studentai yra puikiai paruošti tiek tęsti mokslus, tiek ir pradėti nuolatinį darbą.

Atsakomybė už studijų programoje daromus pakeitimus bei priimamus sprendimus yra aiškiai apibrėžta tiek kolegijos, tiek ir fakulteto lygmeniu. Pagrindinė atsakomybė už studijų programos gerinimą ir dėstytojų, studentų, absolventų atsiliepimų rinkimą tenka studijų programos komitetui ir su programa susijusioms katedroms bei fakultetams. Kolegijoje sukurta duomenų rinkimo sistema, dėstytojai ir studentai savo nuomonę išsako reguliariai, o studijų

programos komitetas ir fakulteto taryba surinktą informaciją vertina ir aptaria. Kolegijos administracija aiškiai suvokia, kad mažas stojančiųjų skaičius kelia didelę grėsmę. Nors kolegijos administracija parašė planą, kaip pritraukti daugiau studentų, bet per susitikimą vertinimo grupė nustatė, kad ne visi asmenys yra apie tai girdėję. Rekomenduojama, kad dėstytojus, socialinius partnerius ir socialinius dalininkus kolegija įtrauktų ne tik į tokių planų įgyvendinimo, bet ir į jų ruošimo procesą, nes tai padidina nuosavybės teisės jausmą ir sudaro sąlygas plačiau naudotis materialiaisiais ištekliais.

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### **III. REKOMENDACIJOS**

1. Kolegija galėtų persvarstyti studijų planą siekdama į pagrindinių dėstomųjų dalykų sąrašą įtraukti paskaitas apie gyvulininkystę ir augalininkystę, kad vėliau absolventai sugebėtų dirbti abiejose srityse.
2. Rekomenduojama studijų programoje numatytą specializacijų skaičių sumažinti nuo keturių iki dviejų bei siūlomas specializacijas apsvarstyti iš naujo tam, kad jos labiau atitiktų darbo rinkos poreikius.
3. Rekomenduojama sukurti teisingą, metodologinėmis ir organizacinėmis normomis grįstą praktinio mokymo sistemą. Taip pat, glaudžiai bendradarbiaujant su socialiniais partneriais ir vadovaujantis programoje numatytais mokymo tikslais, rekomenduojama suteikti studentams jų lavinimui tinkamas vietas.
4. Rekomenduojama netoliese (jei įmanoma) atkurti materialiąją bazę, skirtą darbo gyvulininkystės srityje praktiniams įgūdžiams ugdyti.
5. Rekomenduojama daugiau papildomo dėmesio skirti anglų kalbos mokymui siekiant palengvinti didesnę studentų ir personalo atvykstanąjį bei išvykstanąjį judumą.
6. Dėstymo ir studijavimo procese rekomenduojama plačiau naudoti naujas IT priemones (specialią žemės ūkiui skirtą programinę įrangą) bei duomenų bazines.
7. Rekomenduojama į naujų studentų pritraukimo procesą įtraukti daugiau socialinių partnerių ir absolventų. Padedant socialiniams partneriams, numatyti šios programos studentams skirtas specialias stipendijas.

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