



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos  
**Maisto pramonės verslo vadyba**  
**PROGRAMOS (653N20009)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF**  
***Food Industry Business Management***  
***(653N20009)***  
**STUDY PROGRAMME**  
*at **Kaunas college***

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Maisto pramonės verslo vadyba</i>
Valstybinis kodas	653N20009
Studijų sritis	Socialinių mokslų studijų sritis
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Profesinis bakalauras
Studijų forma (trukmė metais)	Ištęstinė (4), Nuolatinė (3)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos ir verslo administravimo profesinis bakalauras
Studijų programos įregistravimo data	

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Food Industry Business Management</i>
State code	653N20009
Study area	Social Sciences
Study field	Management
Kind of the study programme	Professional Bachelor in Management
Study Cycle	First (Professional Bachelor))
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	

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# CONTENTS

CONTENTS .....	3
I. INTRODUCTION .....	4
II. PROGRAMME ANALYSIS .....	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design.....	5
3. Staff .....	7
4. Facilities and learning resources .....	8
5. Study process and student assessment .....	9
6. Programme management .....	12
III. RECOMMENDATIONS .....	13
IV. SUMMARY .....	12
V. GENERAL ASSESSMENT .....	12

## I. INTRODUCTION

Kaunas College is a state-owned institution which was established in 2000 and was accredited as a non-university higher education institution in 2005.

The programme of Food Industry Business Management is offered in the faculty of Business Management. The programme was approved in 2003 and in 2009 was accredited until 31-12-2013. The other management field programmes offered by the College include Tourism and Hotel Management, Trade Management, Business Management, and Sport Management.

The present review has been carried out under the guidelines and procedures of the Centre for Quality Assurance in Higher Education. This report is based on the self-assessment report prepared by the College and on a site visit on March 22<sup>nd</sup> 2013. During the site visit, the team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. They also visited the library, offices, teaching space and laboratories associated with the programme.

After the visit, the expert group held a meeting in which the contents of the evaluation was discussed and adjusted to represent the opinions of the whole group.

## II. PROGRAMME ANALYSIS

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

The programme is intended for the preparation of graduates who will be specialists of management for the food industry sector. The programme provides distinct specialisations in marketing or management for food companies and is also intended as a foundation for further studies.

The aims and learning outcomes are clearly stated and are publicly available from College websites and publications.

The self-assessment report indicates that the aims and learning outcomes are based on the needs of the industry and the requirements for first cycle studies at professional bachelor degree level. In 2010, the College conducted research among 227 Lithuanian food companies which revealed that one third of these intended to recruit 1 – 6 managers in the 2011 – 2015 period. During the visit to the College, the expert team heard from the College staff and the social partners how the food industry and its further development are important in the Lithuanian economy. It was also pointed out that the demand by the food industry for graduates from this programme is strong.

The programme aims and learning outcomes are consistent with a professional bachelor degree in the management field.

The name of the programme, its learning outcomes, contents and the qualification offered are compatible with each other.

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

The curriculum for the programme includes the business and related subjects expected in a professional bachelor programme for the preparation of managers. In addition, food chemistry, food safety, nutrition and food technology are also studied to ensure graduates are well prepared for entry to the food industry. In that way, the curriculum combines the relevant aspects of the occupational and professional profiles of the positions aimed at for the graduates.

The design of the programme and its structure is in conformity with the legal requirements for such programmes and also takes into account guidelines of the European Higher Education Area. The credit weightings allocated to general subjects, study field subjects, optional subjects, practice and final thesis are in compliance with the national requirements. The balance between lecture, practical, consultation and self-study hours is appropriate as is the allocation of total student effort hours per credit.

The subjects are spread evenly over the years of study for both full-time and part-time students. Not more than 7 subjects can be studied in a semester. However, for full-time students the academic load in the fall semesters is 24 credits while the load for spring semesters is 36 credits. The expert group had the opportunity to explore this with the College and it was explained that this allocation is reasonable as it reflects the relative lengths of the summer and fall semesters at the College. The themes of the subjects are not repetitive.

Some subjects such as Mathematics and Management/Organisational Behaviour have a single descriptor and are taught over two semesters. This raises the issue of why not have separate descriptors for those subjects/elements which are taught in separate semesters.

The contents of the subjects are well-described and are consistent with a professional bachelor degree in the management study field for the food industry.

Reading lists are comprehensive and generally are up-to-date but the expert group suggests that the College considers again the number of essential textbooks specified for subjects which can be as high as 13 textbooks.

The subject descriptors show the relationship between subject/module learning outcomes and those of the programme. They also indicate the study and assessment methods for the achievement of the outcomes as well as a plan for the allocation of lecture, tutorial, practical and self-study hours to the various topics.

The contents and methods of the subjects and modules are appropriate for the achievement of the intended learning outcomes.

The programme has a volume of 180 ECTS credits and is of three years duration in full-time mode and four years in part-time mode. The volume and the nature of the subjects ensure that the programme learning outcomes are achieved.

The content of the programme is regularly updated, is up-to-date and is informed by modern developments.

### **3. *Staff***

The academic qualifications and practical experience of the teachers is sufficient for the delivery of the programme and the attainment of the learning outcomes. The qualifications meet the legal requirements. 14.8% of the programme teachers have scientific degrees and 82% have 3 years or more related experience. Teachers are appointed through a public competition process and existing teachers are subject to a formal certification process every five years.

27 teachers deliver the programme. On average, programme teachers provide 764 contact hours and 676 non-contact hours each per year. The ratio of students to teachers is 21 for 2011/2012 and has increased from 17 in 2009/2010. The ratio and the total number of teachers are sufficient for the delivery of the programme and the achievement of its learning outcomes.

Teacher turnover is low with five study field subject teachers changing in the period of the assessment. This was explained by two of teachers retiring, two going on maternity leave and one changing the method of working.

The College provides the staff with opportunities for their development. The staff members are supported to attend courses, conferences, seminars, internships and exchange programmes and the information provided shows that in the assessed period, staff participated at a high level in these activities. For example, twenty-five teachers took part in exchanges under the Erasmus and Nordplus programmes during the assessment period. In addition, twenty foreign teachers came to the College to teach on the programme.

The teachers participate in applied research related to the study programme and the needs of the region. This involves consultations with local government and industry representatives. A researchers group has been formed by the Department which involves students and stakeholders as well as the staff. The areas covered by the research undertaken include, consumer behaviour for the food industry, demand for managers in the food industry, professional competences of food industry managers, application of computer accounting programmes and, technologies applied in food production. The teachers are adopting new approaches to teaching and

assessment and the expert team welcomes their multi-disciplinary approach to a number of courses.

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

A range of facilities including classrooms of various sizes, a self-study centre, a reading hall, food laboratories, audio-visual technology and wireless internet access is available for the implementation of the programme. The premises are regularly maintained and updated and conform to the required norms for hygiene and health and safety with the exception of disabled access. In general, the premises are adequate in terms of size and quality for the implementation of the programme.

Wireless internet access is available in the premises and audio-visual technology is used extensively. A special room dedicated to applied research is provided. It has three computerised working spaces and printing and copying facilities. Software licences are in place for up-to-date software including specialised accounting and data analysis software.

Four specialised laboratories are available to the programme for chemical analysis, sensory analysis, food quality analysis and kitchen operations.

Students of the programme undertake four professional practices. Three of these practice take place in food companies and for these, agreements are in place between the College and the companies. There are agreements in place with 105 companies including 7 foreign companies. One practice takes place in the College in the specially developed Business Practical Training Firm. Supervisors for practice are appointed by the participating companies and by the College.

A college library is in place to support the programme. The library is a member of the Lithuanian Academic Libraries Network and the Association of Lithuanian College Libraries. The ADELPH 500 system is in place and a number of electronic book databases are available for use. The library subscribes to the EBSCO Publishing, Oxford Reference Online and the Taylor and Francis systems.

The development of a new facility to include a library, a teaching centre and a staff centre is due for completion on the campus by the end of 2013. It is proposed to implement a modern self-service system in the new library.

A number of methodological publications are prepared by the staff and are available to the students. Thirty-five of these methodological guides are also adapted and available on the e-learning (Moodle) platform.

The library is proactive in interacting with academic staff by providing information on publications, organising book exhibitions and placing orders.

## General

The facilities also include a gym which is available to the students, a big hall for conferences and other special events. Student dormitories are also provided and these are equipped with wireless internet access.

An annual evaluation of the material resources for the implementation of the programme is conducted and plans for their updating/renewal are developed.

The self-assessment team formed the view that the material resources were modern and were sufficient for the delivery of the programme. They did however point out that there are weaknesses in the areas of disabled access and a lack of public spaces to facilitate informal communication between students. The students who met the expert team expressed satisfaction with the facilities and resources available for the programme.

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

Since 2009, admission to the programme has been per the national admission system of the Association of Lithuanian Higher Education Institutions.

Both full-time and part-time students are admitted to the programme. The average competitive score of admitted students has decreased during the assessed period. Minimum competitive scores have fallen to their lowest levels in 2011 at 2.8 for full-time admissions and 3.4 for part-time admission. Maximum competitive grades have slightly increased with the gap between the highest and lowest grades increasing. This suggests that the level of preparedness of applicants has declined which could have consequences for teaching, learning and progression/dropout.

The data on student progression/dropout shows a varied picture. An intake of 21 full-time students in 2007/8 resulted in 100% graduating in 2010. An intake of 35 full-time students in 2008/9 resulted in 19 (54.28%) graduating in 2011. And an intake of 31 full-time students in 2009/10 resulted in 27 (87.09%) graduating in 2012. The SAR also indicates that, except for the group graduating in 2011, a high proportion of part-time students did finish their studies. It indicated that the majority of students who drop out terminate their studies at their own request, have emigrated or were expelled for non-attendance. On average during the assessed period, the full-time student dropout rate was 10.12% per annum while the part-time rate was 13.91%. This tendency will need to be monitored carefully. The self-assessment team identified student drop-out as a weakness and suggest that more flexible study methods be implemented in an effort to increase completion rates.



The study programme plan involves a total of 4800 hours of which, for full-time students, lectures are 13%, practicals are 20%, consultations are 8%, final thesis is 4% and self-study is 55%. For part-time students, lectures account for 7% of the total hours, practicals are 14%, consultations are 5%, final thesis is 4% and self-study accounts for 70%.

Students may also study according to agreed individual study plans.

Students actively participate in applied research activity in the assessed period. For example, during that time 25 programme students and 9 graduates of the programme produced 24 articles and made 14 presentations at conferences. Students are actively encouraged to participate in applied research and, along with teachers and stakeholders, are members of the researchers group in the Department.

The College has arrangements in place to promote and facilitate student participation in international mobility programmes. The College has an International Cooperation Strategy 2008 – 2013 which promotes two-way mobility of students, teachers and administration staff, internationalisation of the study programmes and the preparation and implementation of international mobility projects. Students are encouraged to participate in mobility programmes by the provision of information and advice on opportunities as well as financial supports.

In the assessed period, most of the full-time students of the programme either had studies or practice abroad. None of the part-time students participated in studies abroad and some went for practices abroad. Students of the programme also participate along with international student groups in an international business simulation game. Insufficient incoming and outgoing student mobility is seen as a weakness by the College self-assessment team.

Students are supported in a number of ways. Students who are interested in attending the College are provided with relevant information at meetings, open days, exhibitions and via the college website. When students are admitted, they are given orientation sessions to familiarise them with college activity and processes and the supports they can expect as students. They are also given a student mentor who helps them to adapt to life in the College.

Support is provided to assist students to participate in conferences and competitions such as the national entrepreneurship competition and competitions organised by other colleges.

The Moodle platform is available to students and facilitates the dissemination of information. Scholarships and loans are provided to students who qualify. Students with special needs are supported and facilitated.

There is also the possibility to accredit prior learning by students.

Dormitories with wireless internet are available for students.

Psychological support is also provided to students according to their needs by the head of the department, the coordinator of the academic groups and the staff of the dean's office.

Lecturers outline the subject details, the assessment process and the criteria for each subject in the first lectures for the subjects. Students are assessed on a 10-point scale and cumulative assessment is operated.

Data on the assessment of students' final theses was provided and the team had the opportunity to review a number of theses and their contents. In general, the distribution of grades for the final theses seemed reasonable. However, the expert team consider that the references in the theses were limited and could be expanded further. In addition, the theses summaries outlined the research process undertaken but did not, in general, indicate the findings and conclusions.

The College self-assessment team identified the issue of academic dishonesty as a problem and suggests that the area needs to be addressed and recommends that software to detect plagiarism be employed. The experts concur with this.

The expert group is pleased to see that the pedagogy combines and integrates the teaching and assessment of the learning outcomes of several subjects which is possible with smaller class groups.

A system for the recognition of prior non-formal learning is in place which facilitates the admission of students with prior achievements.

In the assessed period, an average of 34% of the full-time programme graduates obtained employment in the food industry in Lithuania. A further 27% obtained employment outside of the food industry. 26% undertook further studies and no information was provided by the remainder. In general the number of graduates employed by speciality is declining and should be an area of concern for the College.

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

The parties responsible for the management of the programme include, the Food Industry Business Management Department, the administration staff of the Faculty, the Study Programme Committee, the Dean's office, the Deputy Director for Academic Affairs, the Director and the Programme Manager who is head of the Food Industry Business Management Department. It appears that responsibilities of these parties for the development, implementation and renewal of the programme are clearly allocated.

Information on the programme and its implementation is regularly obtained. Methods include questionnaires, student performance data, data on programmes in other institutions, information from the internal quality assurance system and data on graduate employment.

Monthly meetings (more often if necessary) of the Food Industry Business Management Department are held. Issues, reports on the programme and stakeholder feedback relevant to the implementation of the programme and the performance of the students are discussed and activity plans are prepared.

The outcomes of evaluations and feedback are used for the improvement of the programme. For example, the SAR indicates that based on feedback, the aims and learning outcomes were modified, subjects were renewed and integrated practical and self-study assignments were prepared.

The involvement of all relevant stakeholders in the evaluation and improvement process is evident from the documentation and was confirmed in the meetings with staff, students, alumni and social partners - though the College self-assessment did indicate that alumni activity was not yet sufficiently developed.

A study Quality Assessment Centre has been established in the College and an internal quality assurance system based on the principles of Total Quality Management has been implemented. The system involves self-assessment and international benchmarking. The system ensures annual evaluations of the study programme. The College self-assessment report indicated a difficulty in the large volume of information to be collected and the amount of time necessary for the study programme quality assessment.

### III. RECOMMENDATIONS

1. The literature references for the final theses are quite limited and should be expanded.
2. Theses summaries should be reviewed. At present theses summaries give an overview of the research process but do not indicate a summary of the findings and conclusions.
3. The decline in the employment of graduates by their area of specialisation should be closely monitored.
4. Further emphasis should be placed on the foreign language abilities of the students.
5. Further efforts could be put to improving the interaction with alumni.

#### IV. SUMMARY

The programme is designed to produce graduates who will be able to take managerial positions in the food industry. The expert group are satisfied that there is a need for the programme and this was confirmed by the industry representatives whom they met during the visit. The aims and learning outcomes of the programme are well defined, are clear, are publicly available and reflect the academic and professional requirements as well as the needs of the food industry in particular. The aims and learning outcomes of the programme are appropriate to the programme of Professional Bachelor in Management. The name of the programme reflects its specific focus on the food industry and the programme name, its learning outcomes, content and qualification offered are all compatible with each other.

The expert group is satisfied that the curriculum design for the programme is good. The curriculum meets the national requirements and also reflects the guidelines of the European Higher Education Area. The programme is distinctive in the way it addresses the preparation of graduates for the food industry. Graduates are given a good understanding of the science and technology supporting the industry as well as the academic and practical preparation for managerial positions. The expert team is satisfied that subjects are spread evenly over the semesters and the years and the themes are not repetitive. The content of the subjects is well suited to the aims of the programme, the level of the award and the achievement of the learning outcomes. The content of the programme is regularly updated, is up-to-date and is informed by modern developments.

The subject descriptors should be reviewed with a view to reducing the number of essential textbooks for subjects which in some cases is up to 13 textbooks.

The College should also consider whether single subjects which are taught over two semesters might be split into separate subjects for each semester.

The academic qualifications of the staff and their practical experience are sufficient to meet the national requirements and to ensure the achievement of the learning outcomes of the Food Industry Business Management programme. 27 teachers deliver the programme and this is satisfactory. Teacher turnover is low with 5 teachers changing during the assessed period. This was due primarily to retirements and maternity leaves. Opportunities are provided by the College to enable teaching staff to develop their qualifications and the staff participate at a relatively high rate in this process by attending at courses, conferences, seminars and exchange programmes.

Twenty-five teachers took part in exchanges under the Erasmus and Nordplus programmes in the assessed period. In addition twenty-five foreign teachers came to the College to teach on the programme. Teachers participate in applied research related to the study programme and the needs of the region. A researchers group has been formed by the Department which involves students and stakeholders as well as the staff. The areas covered by the research undertaken include, consumer behaviour for the food industry, demand for managers in the food industry, professional competences of food industry managers, application of computer accounting programmes and, technologies applied in food production.

The teaching and learning facilities and equipment are adequate in terms of size and quality for the delivery of the programme. A number of specialised laboratories are provided for food analysis and food production training. Satisfactory arrangements in place for students' practice. One practice takes place in the College in the Business Practical Training Firm and the other three practices take place in domestic and international food companies with which the College has cooperation agreements. A college library is in place to support the programme. The library is a member of the Lithuanian Academic Libraries Network and the Association of Lithuanian College Libraries. The ADELPH 500 system is in place and a number of electronic book databases are available for use. The library subscribes to the EBSCO Publishing, Oxford

The admission requirements are per the national admission process and are well-founded. The decline in the average competitive score at entry and the increase in the gap between the highest and lowest score of entrants will require close monitoring by the College and may require remedial action such as additional supports for entrants with lower scores. Student dropout at 10% per annum for full time students and 14% for part time students is a problem for the programme. The organisation of the study process is satisfactory for the delivery of the programme and the achievement of its learning outcomes. Arrangements are in place by the College to involve students in research activities and students are active members - along with teachers and social partners - of the researchers group set up in the Department. The College has an International Cooperation Strategy in place for the promotion and facilitation of student and staff international mobility. The majority of the students of the programme have participated in international exchanges. A wide range of academic and social supports for students is provided by the College. This includes orientation sessions for new students, appointment of student mentors and support for participation at conferences and in competitions. Dormitories with internet access are available. Student counselling/advice is also provided by teachers, the

programme coordinator and the administrative staff of the Dean's office. Financial supports for students are also available in certain circumstances. The expert group is satisfied that the assessment of student performance is clear, adequate and is publicly available. The expert group is pleased to see that the pedagogy combines and integrates the teaching and assessment of the learning outcomes of several subjects which is possible with smaller class groups. Graduates of the programme are obtaining employment by the area of their specialisation but the proportion of graduates doing so is declining which will need to be kept under review.

The expert team are satisfied that the necessary arrangements are in place for the effective management of the programme. Responsibilities for decision-making, programme implementation and monitoring are clearly allocated. Information on the implementation of the programme is regularly obtained and includes questionnaires, student performance data, information on programmes in other institutions, graduate employment and stakeholder feedback. It was evident to the expert team that the outcomes of internal and external evaluations were used for the improvement of the programme and that the evaluation process involved stakeholders. A study Quality Assessment Centre has been established in the College and an internal quality assurance system based on the principles of Total Quality Management has been implemented. The system involves self-assessment and international benchmarking. The system ensures annual evaluations of the study programme. The College self-assessment report indicated a difficulty in the large volume of information to be collected and the amount of time necessary for the study programme quality assessment.

#### The main strengths of the programme

- The programme is suited to the target market and to industry needs.
- Food companies are supportive of the programme.
- The curriculum combines relevant aspects of the occupational and professional profiles of the positions aimed at for the graduates.
- The pedagogy combines and integrates the teaching and assessment of the learning outcomes of several subjects.
- The staff are clearly well-qualified and are supported by the College to develop further.

#### The main weaknesses of the programme

- The literature references in the final theses are limited and should be expanded.
- Final theses summaries should have provided more details. The research process was outlined but little or no information was provided on the findings and conclusions.
- There should be further emphasis on improving the foreign language abilities of the students.
- Interaction with programme alumni should be improved.
- A declining number of graduates are obtaining employment by their areas of specialisation.

## V. GENERAL ASSESSMENT

The study programme ***Food Industry Business Management*** (state code – 653N20009) at Kaunas College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>19</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:

Brian O'Connor

Grupės nariai:  
Team members:

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Nina Jankova

Kari Lilja

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<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijoje vykdoma studijų programa *Maisto pramonės verslo vadyba* (valstybinis kodas – 653N20009) yra vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</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)

## IV. SANTRAUKA

Programa skirta rengti absolventus, kurie gali eiti maisto pramonės srities vadovų pareigas. Ekspertų grupė sutinka, kad šiai programai yra poreikis: tai patvirtino šios pramonės šakos atstovai, su kuriais ekspertai susitiko vizito metu. Programos tikslai ir studijų rezultatai apibrėžti gerai ir yra viešai skelbiami, taip pat jie atspindi akademinis ir profesinius reikalavimus bei konkrečiai maisto pramonės poreikius. Programos tikslai ir studijų rezultatai yra tinkami profesinio vadybos bakalauro laipsnį suteikiančiai programai. Programos pavadinimas atspindi jos specifinę sutelktį į maisto pramonę. Programos pavadinimas, jos studijų rezultatai, turinys ir suteikiama kvalifikacija yra tarpusavyje suderinti.

Ekspertų grupės nuomone programos turinys yra geras. Programos turinys atitinka nacionalinius reikalavimus, taip pat atspindi Europos aukštojo mokslo erdvės rekomendacijas. Programa išsiskiria tuo, kad pagal ją absolventai rengiami darbui maisto pramonėje. Absolventai gerai išmano šioje pramonės šakoje taikomą mokslą ir technologijas, taip pat akademinis ir praktiniu požiūriu yra parengiami vadovų pozicijoms. Ekspertų grupė yra patenkinta tuo, kad dalykai yra tolygiai paskirstyti semestrams ir metams, o temos nesikartoja. Dalykų turinys atitinka programos tikslus, suteikiamą laipsnį ir yra tinkamas studijų rezultatams pasiekti.



Programos turinys yra reguliariai atnaujinamas, jis yra šiuolaikiškas ir pagrįstas naujausiais pokyčiais.

Dalykų aprašymus reikėtų peržiūrėti, siekiant mažinti pagrindinių dalykų vadovėlių kiekį, nes kai kuriais atvejais jų yra net 13.

Kolegija taip pat turėtų apsvarstyti, ar dalykus, kurie dėstomi ilgiau kaip du semestrus, būtų galima išdalyti kaip atskirus dalykus kiekvienam semestru.

Personalo akademinė kvalifikacija ir praktinė patirtis atitinka nacionalinius reikalavimus ir užtikrina Maisto pramonės verslo vadybos programos studijų rezultatų pasiekimą. Programoje dėsto 27 dėstytojai ir to pakankama. Dėstytojų kaita yra nedidelė, vertinimo laikotarpiu pasikeitė 5 dėstytojai. Dėstytojai pasikeitė dėl pensijos ir motinystės atostogų. Kolegija suteikia galimybes dėstytojų profesiniam tobulėjimui, personalas gana aktyviai dalyvauja šiame procese, lankydami kursus, dalyvaudami konferencijose, seminaruose ir mainų programose. Vertinimo laikotarpiu 25 dėstytojai dalyvavo Erasmus ir Nordplus mainų programose. Be to, 25 dėstytojai iš užsienio atvyko į Kolegiją dėstyti šią programą. Dėstytojai dalyvauja taikomuosiuose tyrimuose, susijusiuose su programa ir regiono poreikiais. Katedra yra sudariusi tyrėjų grupę, kuriai priklauso studentai ir suinteresuotosios šalys bei personalas. Vykdomi tyrimai apima tokias sritis kaip maisto pramonės vartotojų elgsena, vadovų poreikis maisto pramonėje, maisto pramonės vadovų profesinės kompetencijos, kompiuterinių apskaitos programų naudojimas ir technologijų taikymas maisto gamyboje.

Dėstymo ir studijų patalpos bei įranga yra tinkamo dydžio ir kokybės programai vykdyti. Maisto analizei atlikti ir maisto gamybos mokymams rengti veikia kelios specializuotos laboratorijos. Studentų praktika organizuojama tinkamai. Viena praktika vyksta Kolegijos Verslo praktinio mokymo firmoje, o kitos trys – vietos ir tarptautinėse maisto pramonės įmonėse, su kuriomis Kolegija yra pasirašiusi bendradarbiavimo susitarimus. Programos studentai gali naudotis Kolegijos biblioteka. Biblioteka yra Lietuvos akademinių bibliotekų tinklo ir Lietuvos kolegijų bibliotekų asociacijos narė. Čia įdiegta ADELPH 500 sistema ir galima naudotis daugybe elektroninių knygų duomenų bazių. Biblioteka prenumeruoja „EBSCO Publishing“, Oksfordas.

Stojimo reikalavimai atitinka nacionalinį stojimo procesą ir yra pagrįsti. Kolegija turės atidžiau išnagrinėti vidutinio stojamojo konkursinio balo sumažėjimą ir skirtumo tarp aukščiausio ir žemiausio stojančiųjų balų išaugimą ir, galbūt, gali tekti imtis koreguojamųjų veiksmų, pavyzdžiui teikti papildomą pagalbą stojantiems su žemesniais balais. Nuolatinių studijų studentų nubyrimas siekia 10 proc. per metus, o išėstinių – 14 proc. ir tai yra probleminė programos sritis. Studijų eigos organizavimas yra patenkinamas, kad programa būtų vykdoma ir būtų pasiekti jos studijų rezultatai. Kolegija yra sudariusi sąlygas studentams

dalyvauti tyrimuose ir studentai aktyviai tai daro kartu su Katedros sudaryta dėstytojų ir socialinių partnerių tyrėjų grupę. Kolegija yra parengusi Tarptautinio bendradarbiavimo strategiją, kuria siekiama skatinti ir lengvinti studentų ir personalo tarptautinį judumą. Dauguma programos studentų yra dalyvavę tarptautiniuose studentų mainuose. Kolegija studentams teikia įvairią akademinę ir socialinę paramą. Ji apima pažintinę paskaitą naujiems studentams, studentų kuratorių paskyrimą ir paramą dalyvavimui konferencijose ir konkursuose. Bendrabučiuose yra internetas. Dėstytojai, programos koordinatorius ir Dekanato administracijos darbuotojai taip pats studentus konsultuoja ir (arba) teikia jiems patarimus. Tam tikromis aplinkybėmis studentai taip pat gali gauti finansinę paramą. Ekspertų grupė patenkinta tuo, kad studentų vertinimas yra aiškus, tinkamas ir viešai skelbiamas. Ekspertų grupę džiugina tai, kad pedagoginiais metodais derinamas ir į juos įtraukiamas kelių dalykų dėstymas ir studijų rezultatų vertinimas, kuris įmanomas mažesnėse grupėse. Programos absolventai randa darbą pagal savo specializaciją, tačiau tokių absolventų skaičius mažėja ir tai reiktų išnagrinėti.

Ekspertų grupė patenkinta tuo, kad programos vadyba yra efektyvi ir tinkamai organizuota. Atsakomybė už sprendimų priėmimą, programos vykdymą ir stebėseną yra aiškiai paskirstyta. Informacija apie programos vykdymą reguliariai gaunama iš klausimynų, duomenų apie studentų veiklą, informacijos apie programas kitose mokyklose, absolventų užimtumą ir suinteresuotųjų šalių atsiliepimų. Ekspertų grupei buvo akivaizdu, kad vidaus ir išorės vertinimo rezultatai naudojami programai tobulinti ir kad į vertinimo procesą įtraukiamos suinteresuotosios šalys. Kolegijoje įsteigtas Studijų kokybės vertinimo centras ir veikia visuotinės kokybės vadybos principais pagrįsta vidaus kokybės užtikrinimo sistema. Sistema apima savianalizę ir tarptautinę lyginamąją analizę. Sistema užtikrina kasmetinį studijų programos vertinimą. Kolegijos savianalizės suvestinėje Kolegija nurodė, kad sunku surinkti didelį kiekį informacijos ir kad studijų programos kokybei įvertinti reikia daug laiko.

Pagrindinės programos stipriosios pusės:

- programa atitinka tikslinę rinką ir pramonės šakos poreikius;
- maisto pramonės įmonės palankiai vertina programą;
- programos turinys apima aktualius absolventų būsimos profesinės veiklos aspektus programos turinys;
- taikomuose pedagoginiuose metoduose derinami ir į juos įtraukiami kelių dalykų studijų rezultatų pasiekimas ir vertinimas;
- personalo kvalifikacija yra aukšta ir Kolegija akivaizdžiai skatina kvalifikaciją toliau tobulinti.

#### Pagrindinės programos silpnosios pusės

- baigiamųjų darbų literatūros sąrašai yra per trumpi, juos reikia plėsti;
- baigiamųjų darbų santraukose reikėtų pateikti daugiau informacijos. Tyrimo procesas aprašomas, tačiau pateikiama mažai arba nepateikiama jokios informacijos apie tyrimo rezultatus ir išvadas;
- daugiau dėmesio reikėtų skirti studentų užsienio kalbų įgūdžiams tobulinti;
- reikėtų gerinti sąveiką su absolventais;
- mažėjantis absolventų įsidarbinamumas pagal specializaciją.

#### III. REKOMENDACIJOS

1. Baigiamojo darbo literatūros sąrašas yra gana trumpas ir jį reikėtų plėsti.
2. Baigiamųjų darbų santraukas reikėtų peržiūrėti. Šiuo metu baigiamųjų darbų santraukose pateikiama tyrimo proceso apžvalga, tačiau nepateikiama jo rezultatų ir išvadų santrauka.
3. Mažėjantį absolventų įsidarbinamumą pagal specializacijos sritį reikėtų atidžiai stebėti.
4. Daugiau dėmesio reikėtų skirti studentų užsienio kalbos įgūdžiams.
5. Daugiau pastangų reikėtų dėti į sąveikos su absolventais gerinimą.

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