



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
STUDIJŲ PROGRAMOS AGROVERSLŲ TECHNOLOGIJOS
(valstybinis kodas - 653D77002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TECHNOLOGIES OF AGRO BUSINESS
(state code -653D77002) STUDY PROGRAMME
at KAUNAS COLLEGE

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Agroverslų technologijos
Valstybinis kodas	653D77002
Studijų sritis	Biomedicinos mokslai
Studijų kryptis	Žemės ūkio mokslai
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 m., iššėstinė – 4,5 m.
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žemės ūkio mokslų profesinis bakalaūras
Studijų programos įregistravimo data	2003 -05-29

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Technologies of Agro Business
State code	653D77002
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 – 4,5 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	29 May 2003

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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

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

The Technologies of Agrobusiness study programme at Kaunas College has recently been moved from a location 25km outside the city into the main campus location. Whilst this move has happened, resourcing is still an ongoing issue in a very new location; however plans are being put in place for several new resources.

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 16/October/2014.

- 1. Mr. Michael Pearson (team leader)**, *Principal of Gurteen College, Ireland.*
- 2. Dr. Antti Pasila**, *Seinäjäski 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

The Kaunas College Technologies of Agro Business (TAB) study programme has moved from another campus to Kaunas campus less than two years ago. This work of move is still ongoing. Different comments concerning the adaptation of the new campus were registered during the visit to Kaunas. During the visit's discussions, especially on facilities for agricultural practice, this was the main area of concern.

The legislation (Order of the Ministry of Education and Science no. 762 on 29.05.2003) gives Kaunas College a responsibility and justification to educate professionals on 'organizations of technical processes in agricultural enterprises both designing and realizing the processes of agricultural products'.

Compared to this mentioned legislation and the changed environment of the TAB -programme the aims follow the defined criteria. During the visit in Kaunas College especially the big number of social partners who attended the meeting (14) showed the effect of the changed environment of the TAB programme and their desire to ensure that quality education continues to be delivered.

However, the second part of the above order “designing and realization of the agricultural products” need some more input from Kaunas College in developing the TAB programme particularly in the area of practical work facilities and carrying out the practical training and internship periods of students. The social partners felt that the weakest point of the programme at present is the practical facilities and this weakness should be addressed in their opinion as soon as possible.

The programme aims and learning outcomes are clearly defined in the Self Evaluation Report (hereinafter – SER). The main aims are “To prepare professional bachelors of agricultural sciences who are able to plan, organise and manage the activity of specialised farm, to select and implement plant growing and animal husbandry technologies, to organise realisation of agricultural production, to assure the quality of agricultural products, to establish an enterprise and to apply creatively to the changes in the labour market. These aims are clearly backed up in the SER with detailed learning outcomes for all subjects clearly understandable within the SER. During the visit in Kaunas a most involved and dedicated team of social partners raised expectations towards the developing TAB programme. It was mentioned to Expert Team (hereinafter - ET) that to go on in adapting the programme as a part of Kaunas campus and developing the practice policy is essential.

The ambitious aims and outcomes are described to give the student who graduates a good grounding and ability to work in a wide number of specialized enterprises. An example of this would be the skills learned by a former student now working in a commercial fruit growing enterprise who gained the necessary knowledge in several subjects linked by the following two learning outcomes: *To plan and organise continuous work process in a specialised enterprise; To organise storage and realisation of agricultural production to assure quality.*

The name of the programme is suitable and gives the industry an accurate description of the type of student graduating from this programme. All aspects of the programme description are well linked together and co-ordinated with each other. The essential aim, detailed aims of the study programme and learning outcomes of both the programme and then subjects as detailed in the SER provide a clear, concise accurate descriptor of the programme.

2.2. Curriculum design

The expected number of 180 ECTS is present in the programme, other distribution of the credits is fulfilling the legal requirements. The study plan and the description of the contents of the study subjects are clearly defined and the themes are not repetitive. The subjects follow an even spread throughout the years and there is a logical progression of subjects. An example of this is *Basic Agronomy* followed by *Plant Growing Technologies* followed by *Plant and Environmental Protection*. The content of the subjects is therefore appropriate to this level of qualification. The range of subjects in the programme is good and this ensures that the scope of the programme is sufficient to ensure the subject and ultimately the programme learning outcomes.

The curriculum consists of full time and part time studies. The ET feels the study plan is well organized so that the number of contact lessons is equal for both part time and full time students. This ensures that quality is maintained across both methods of delivery. The TAB programme has increased the number of full time students since 2011. During the visit to Kaunas College the ET was informed by teachers and management that part of the lessons were carried out as joint lessons for both full and part time students. The ET would like to commend the College as it helps the College be more efficient by increasing staff student ratios and also allows more interaction between students.

The “roadmap” for a student describes clearly his/her distribution of the work during studies. More detailed description including the percentage distribution of the students work load is described in the SER. ET concludes that consultation is an important part of the studies as this allows any student to get individual help in subjects where they may have a concern. The method of the consultations was also described to ET during the visit. It was mainly using distance learning e.g. Moodle system. It was noted to ET that each teacher is responsible for his/her own subject. This was considered to be a positive attribute of the system as it allows students access to all teachers, not just a programme coordinator who may not have the specialist knowledge to support all subjects. Also, external consultation has been used. The long history of horticultural studies gives the studies the background which is good. The balance between of the teaching of technology and business are items which should be discussed in TAB programme in Kaunas. As mentioned earlier in chapter 2.1 it is an obvious need to enhance the delivery of practical education on the new campus to ensure that the long established reputation of programme quality, as mentioned to the ET by both Alumni and Social Partners, continues into the future. The level of the practices gives the student the readiness to apply the theoretical skills in working life.

More attention on Research & Development (R&D) projects should be paid. Few of them were presented on Kaunas College homepage. During the visit it was obvious that the new group of social partners is expecting more R&D input during the students end work processes from TAB programme. The move to Kaunas campus offers good possibilities for this if investment in programme specific facilities is made, as the larger present campus has very good generic facilities used by other programmes such as the new library and also laboratories which service in excess of 7000 students.

The organizing of R&D work by starting international projects and new strategic co-operation with some important partners is possible and would enhance the reputation of the programme and College into the future. Students, teachers and alumni all indicated that course content is up to date, but ensuring that applied R&D takes place helps to ensure that the programme continues to reflect the latest achievements in science and technology.

2.3. *Teaching staff*

The legal requirements of the staff members are filled. Many of the teachers work full time. The qualifications of the staff are adequate. All teachers have Master or higher education level. The number of 29 teachers, including assistants, is adequate. The number of students for one teacher is less than 17 which is reasonable. The ratio should not exceed 20 in biomedical sciences. The other tasks of the teachers, however, have to be discussed in TAB programme. According to the SER and information got at the meetings, teachers of this study programme take an active role in applied research and projects. Two themes of applied research were developed on the topics like “Optimization of Ornamental and Garden Assortment, Technologies and Environment” (12 researchers) and “Competences of Contemporary Specialist” (5 researchers), the teachers publish their research articles in the international data bases like CAB Abstracts, Global Health, CABI Full Text, EBSCO Publishing.

However, at the meeting with the social partners, ET heard employers desire that the College did more research projects related to practical needs of farms and agriculture companies. This could help social partners to improve their business and students could gain more knowledge and skills orientated research and development activities in business.

Another important need for development is to increase the international contacts both on research and student and staff exchange. According the SER, the College has developed collaboration with 11 partners in Greece, Holland, Portugal, Spain, Finland, Bulgaria, Latvia,

Austria, Check Republic, Hungary, Romania, and Great Britain. However, this collaboration should be intensified, since the College had only 1 incoming foreign teacher in the period 2012/2013 and the number of outgoing teachers availing of exchange programs has reduced from 17 in 2011/2012 to 5 teachers in 2012/2013.

The reasonably large size of Kaunas College should give good possibilities to expand international cooperation. The qualification of the teaching staff is adequate to ensure learning outcomes, since, according information provided in the SER, this study programme have 1 professor, 3 docents, 20 lecturers and 5 assistants with master degree or qualification degree equal to higher education. More than 96% of the academic staff have at least 3 years of practical work experience in the field of the subject taught. The academic staff is composed so that their basic education and the sphere of research activity is in conformity with the study subjects.

As it's been stated in the SER, the academic staff has almost not changed during the period of self-assesment and only one teacher was replaced. Such a turnover ensure an adequate provision of the programme in a short term period, however, the College should have a plan how to recruit new young teachers as the average age of academic staff is 56 years according to the SER.

According to the SER, the College has a plan for the develoment of teacher's professional qualification, 29 teachers participated in 28 conferences and 29 seminars in the period of 2012-2013, also 4 teachers studied in the doctoral studies and 3 doctor's dissertations were defended – which are the good numbers.

2.4. Facilities and learning resources

The number of 13 classrooms and laboratories of 409.12 sq. m. equipped with microscopes, electronic tool for measuring soil acidity, equipment for identification of nutrients in the soil (VIS spectrophotometer), equipment for measuring air pollution with heavy particles, device for measuring temperature, humidity, CO₂, instrument for determination the amount of chlorophyll, device for determination of woody plant condition, equipment for analysis of soil parameters, set of tools for taking samples, evaluation, classification, device for mechanical determination of soil heaviness/density, hydrometers and other are adequate both based on the SER and what was seen by ET during the visit.

However, there is no greenhouse or practical farm land on Kaunas campus area. As it is stated in SER, nearby the Kaunas College (20 km) is situated the old practical training base. The Green

Plantation and Agrotechnology practical training is used for practicals, practices and self-study purposes. The laboratory consists of a training greenhouse, outdoor flower collection garden, orchard, ornamental and garden plant nursery. During the visit in TAB programme a video of the activities on the practise base was shown to ET. It is difficult to evaluate properly the adequacy of this Practical training base since ET didn't see it in live, also any detailed information on what kind of machinery and equipment is available in that base is missing in the SER.

Only the meetings with the administration, students and social partners allowed the ET to clarify that the Practical training base is weak for the development of students' practical skills in crop growing, mainly because of the lack of necessary machinery, equipment and experimental farmland area for such a type of agriculture. This is a serious weakness because, to ET knowledge, crop growing activity and the number of farms makes a significant part in Lithuanian agriculture sector. According to the Lithuanian Ministry of Agriculture, crops made about 35% in the agriculture production structure of Lithuania in 2012 (source: <http://www.zum.lt/index.php?146674933>). Skills in crop growing technology becomes even more important if to take into account a fact that crops are an import feedstuff for cattle farms. This means that the graduates of Kaunas College would have less opportunities, comparing to other Colleges in Lithuania, to get a job in crop growing, cattle farms and agriculture companies if the practical training base is not improved in the future.

During the visit to the TAB programme in Kaunas College, a new library with modern facilities was shown to ET. The library was situated adjacent to the existing classrooms and laboratories. The staff was organizing the books, computers and other equipment there. It seemed that the library will be in use before the end of 2014. This part of the facilities seems to be on an excellent level. ET also saw a site for a new greenhouse which is planned just nearby the new library building

To add with, after revising the list of specialized software used by the College, it appears that only one program "Kemira Grow How" is directly related to agriculture and can be used simulating plant fertilization plans. However, there are a lot of other specialized agriculture software kits which can be used training students in plant growing economy, development of GIS plant rotation plans, animal husbandry, farms' budget modelling and forecast, etc. ET has knowledge these software packages are being used by different size of agriculture companies and farms like UAB "Klauso ūkis", „Kirdonių ŽŪB“, „V. Ivoškevičiaus ūkis“, „Agrokoncerno grūdai“, UAB „Grūduva“, „A. Usio ūkis“, ŽŪK „Piktupėnų javas“, ŽŪB „Lumpėnų rambynas“, „Ingleby Lithuania Agro" and others, therefore it would be beneficial for students to get familiar with those programs and get to know how to use them in the learning process and also

performing practical works in farms or writing their thesis. Acquisition of specialized agriculture software related to crop growing technology could be a part of development students' skills in crops. The College also could ensure that the resources it has got or is planning to acquire in the future are efficiently used in the study process. This recommendation came after the meeting with the students when students could not confirm the usage of the software, presented by the College.

2.5. Study process and students performance assessment

The student admission is well founded. The evaluation and the weighted parts of the tests are described carefully in the SER. The effect of the new higher education financing model on the student admission is mentioned in the literature and its effect on student recruitment. However, the number of admitted students during the years 2013-2014 is 53 part and full time students each year, which is a good number.

During evaluation visit, the teachers described that teaching of part time students is organized partly together with full time students. The part time students meet normally twice during each term. It was stated to ET both part and full time students achieve equal number of contact education because of the longer length of the part time studies.

According to the SER, the TAB of Kaunas College is clearly fulfilling the requirements of the Lithuanian Ministry of Education to "prepare agricultural science professionals" in recruiting progress and graduation of students. ET could visit a class of students (approximately 20) which was shown during a workshop of landscape architecture.

ET thinks the student activity in research during their studies is quite low. Only small amounts of information of ongoing research work was evident in discussions with teachers and students during the evaluation visit. ET agrees that it is important to increase the amount of research work. This was also supported by the comments of social partners, such as: "students should be able to link science and practice" and "students should be able to carry out risk analysis". These both require the students have an ability to carry out a research work.

Whilst ET accepts that there are plans for a new greenhouse on site at Kaunas, the lack of a facility at present was mentioned by students and means that they are lacking in practice in this area. This lack of practice was also mentioned by students when they are on farms for practice. The farmers rarely let them drive tractors even though students have a strong desire to do this. As a professional bachelor course as opposed to a university bachelor degree the students should get more practical skills training both in college and whilst out on farms. Alumni expressed a

concern that at the old site there was significant practical skills taught and at present at the new location this is not the case.

The cooperation with Aleksandras Stulginskis University (ASU) is mentioned in SER. This was also confirmed and seen during the site visit when ET was given a presentation of TAB soil science by ASU lecturer. During the meeting of social partners the opportunities of the ASU experimental farm were offered to further Kaunas College development. These University contacts obviously strengthen the possibilities of TAB to “prepare agricultural science professionals”.

During the meeting with students it was declared to ET that TAB was concentrating the student exchange on a few institutions. The students were describing mainly the exchange periods in “Holland orchards” where they were picking fruits. Students seem to perform very basic tasks during their foreign practice periods, so it can be doubtful if the experience gained there was strongly contributing to the student’s development.

The yearly exchange rate could be higher and more versatile. According to the information in the SER, there have been 20 practice periods performed in Holland and Sweden in the 2012/13 academic year. Discussion with part time students indicated that they do not take part in mobility programmes, mostly because of personal reasons.

According to SER and the information gathered during the visit at Kaunas College, the students support is adequate. Students can get academic support from teachers and heads of the department as mentioned in the SER. Social support is given by faculty administration and academic group mentors.

The students’ theses which were shown to ET require attention, especially the English language abstracts, which should be more descriptive. The students said to ET that they are missing English language material for their final thesis. However, a variety of English library material was shown to ET during the visit in the new library. Hopefully the situation should change when the new library is organized and is in use in 2015.

The assessment processes of students’ performance were well described in SER and were accepted and clear to both teachers and students.

The expectations of professional activities of the graduates are described in the SER, where the report of the Lithuanian institute of Regional Research until year 2016 is mentioned. This report tells the expected increase of agricultural production business sphere is up to 31% and in sphere of technologies up to 43% of graduates. These expectations could be seen in the number of social partners group and also the distribution of the background of the participants. On these

circumstances the technology and business basis of the TAB programme of Kaunas College is justified.

In the SER the Lithuanian agricultural advisory service expect that the European economy will be based on integrated information systems, such as “precision agriculture, farm economy data and guidelines outside the farm”. In TAB programme a few examples of these existing programs were shown. However, these missing programs could be easily fulfilled using the modern library information technology facilities.

TAB programme of Kaunas College has shown ability to get adapted to a new situation while the TAB education has been moved to the new campus. The versatile social partners and their expectations on comprehensive views of graduating students are challenges for TAB programme as at present the practical resources for the course on the Kaunas campus need improvement.

2.6. Programme management

Management gave ET a clear understanding how responsibilities for decisions and monitoring of the implementation of the programme are carried out, further described in the SER. In the opinion of ET the moving from the former campus has been carried out skilfully but there is still work to do in completing the task.

The increased distance between the Kaunas College and the former location for the course on a site 25km outside Kaunas is a disadvantage. The former College is used at the moment as a “practice base” only on a temporary basis. Based on SER, about the existing facilities at practice base, it would be better if these facilities should also be gradually realized on the Kaunas campus. In ET’s opinion, these activities should be carried out as quickly as possible. Students and former students felt there should maybe be more education in farm management. Students should be able to compare the work in big farms and small farms both on theory and practice. The management of the TAB programme could also check the possibilities for joint education with other programs in Kaunas College.

During the former evaluation outcome the amount of animal husbandry education was recommended to be increased. After the move of the TAB to Kaunas campus this should maybe be re-evaluated. At the moment even more attractive subject could be bio-based economy. The history of the TAB programme is based on horticulture. Based on the SER, the TAB programme is following the European Union headlines in common agricultural policy. Based on this the bio-

based economy could be a valid profile under these circumstances with growing expectations on the TAB programme.

The involvement of the social partners is obvious based on the list and variety of cooperation described in the SER and information gained when meeting social partners. These include work in the advisory organisations, research stations of agriculture and horticulture and an agricultural insurance company both during the course and in work after it. The involvement was also obvious during the interview when many of them came to meet ET. The different fields of the social partners cause demands on the TAB programme to respond to the new offers of cooperation.

The internal quality assurance measures seem to be effective and efficient. After the information of SER the TAB is monitored by the study programme committee which has been in existence since 2007. The role of the committee was not fully clarified during the visit in Kaunas but it was noted by ET on the visit that at present only the first year students knew about its existence and any from the second or the third years. This situation means the committee is unlikely to function effectively until all know about it. The committee consists of teachers, scientists, employers, alumni and students. It discusses the relevance of the programme development and changes. It was explained to ET that the head of the department provides proposals of the programme renewal for the Deans approval.

During the visit of ET, all the faculty groups (admission SER group and teachers) seemed to be motivated which was good to hear as the move which was just during the last 1,5 years has been a potentially stressful time.

More activity is expected in the international activities of Kaunas College as international contacts and exposure are likely to be critical for the future development of the course. Also, most lecturers should be ready to speak in English or German language. These operations should be organized more systematically. The same expectation of systematic work should exist in international student exchange. A wider variety of different international targets for practice or internship should be negotiated and offered for students.

As a template ET thinks that the SER is prepared carefully and it was based on detailed facts. SER group has done a good work. The SER also shows the changing situation of TAB programme. The former College's "Practice base" is described, also the present facilities.

The existing situation was shown with the ongoing move of the TAB programme from the former campus was clearly seen. The facilities were not yet fulfilling all the expectations of admission and teachers. Also, the settled practices were partly under way. Especially the facilities in practical training in the campus area were not sufficient. Management must find the way to solve the mentioned and existing problems in the TAB programme to ensure that the programme is fully resourced and managed in the new location.

III. RECOMMENDATIONS

1. The process where the TAB programme was moved to Kaunas campus has been carried out skilfully. This work should be continued.
2. The applied research work in the TAB programme should be strengthened. The commitment of the Alumni and social partners was remarkably high. The R&D work could be a tool to encourage this cooperation even further. The winners in successful R&D projects are all partners who take part in them. The alumni and social partners are very willing to help and develop the programme. This resource should not be missed.
3. There should be done further development in investment in the laboratories and some practical facilities. The new library is a flagship for the whole campus which requires also investments on the profile areas of TAB programme. This urgent work demands the involvement of entire staff.
4. The profile area of the TAB programme has been horticulture. This profile should be strengthened and if possible adapted to follow the European wide policy which is mostly concentrated on bio-based economy. This new profile is not far from the former horticulture and would help to further improve the international contacts of the College which are important.
5. The staff seems to be willing to invest their skills to use the new facilities in best possible way. This encouragement should be more strongly delivered to students to use more of available databases and software during the study process. It is expected that the new library will assist in this.

6. ET recommends further improve the international contacts of the College. The international contacts of TAB program should be even more strengthened. Most lecturers should be ready to speak in English or German language. These operations should be organized more systematically. The same expectation of systematic work should exist in international student exchange. A wider variety of different international targets for practice or internship should be negotiated and offered for students.
7. During the visit among the evaluation group a major concern was the urgent need to develop the practical skills training facilities in machinery and crops. This is one of the basic concerns in TAB education.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

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

V. SUMMARY

The Kaunas college Technologies of Agro Business (TAB) study programme has moved from another campus to Kaunas campus less than two years ago. This work of move is still ongoing. Despite this process the learning outcomes of Kaunas College seem to fulfill the Ministry of Education requirements which are mentioned in SER. This is result of the involvement of all groups which ET met during the visit in TAB at the College.

TAB is one of the original study programs in Lithuania. Earlier this College was concentrated on horticulture. Some years ago it was not popular, but interest is growing after the background information and what was heard during the visit. Kaunas College TAB programme has ambitions to continue to grow and develop.

The management of Kaunas TAB is working skillfully. This can be seen on the successful move from the former campus. However, there were some concerns regarding the practical farm work education. During the visit in Kaunas TAB programme, only one especially for agriculture planned software application type was in students use as ET heard. However, there exist a number of those programs in Europe. These programs and also different GIS applications are widely used in Lithuanian agriculture. These, missing IT skills, were worrying the members of the evaluation team.

Kaunas TAB programme is working inside a big campus. This offers the TAB management both challenges and possibilities. The use of resources depends a lot on a good cooperation with the other study programs inside the campus. This fact and the good number of existing and graduating offers the Kaunas TAB programme capability to be in the future.

The cooperation with social partners is active. There are round table discussions and a yearly conference. Some social partners are working as teachers in TAB programme. During the visit social partners were active and had several examples of cooperation with the College. Still, this development could be even more strengthened. The wide assortment of different companies, research institutes and universities offer the students later a good choice of working opportunities.

However, there has been a big change is that location moved from the former campus to Kaunas campus. This decision should maybe be re-evaluated because of the changed environment and the new social partners and new teaching opportunities.

VI. GENERAL ASSESSMENT

The study programme TECHNOLOGIES OF AGRO BUSINESS (state code – 653D77002) at KAUNAS COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	3
	Total:	16

*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

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
AGROVERSLŲ TECHNOLOGIJOS (VALSTYBINIS KODAS – 653D77002) 2015-01-22
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-13 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Agroverslų technologijos* (valstybinis kodas – 653D77002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
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	2
6.	Programos vadyba	3
	Iš viso:	16

* 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)

<...>

V. SANTRAUKA

Kauno kolegijos Agroverslų technologijų studijų programa į Kaune esantį kolegijos padalinį buvo perkelta beveik prieš dvejus metus. Restruktūrizacijos procesas dar tebevyksta. Bet nepaisant to Kauno kolegijos numatomi studijų programos rezultatai, atrodo, atitinka savianalizės suvestinėje paminėtus Švietimo ir mokslo ministerijos reikalavimus. Taip yra todėl, kad į Agroverslų technologijų programos įgyvendinimo darbą įtrauktos visos atsakingos grupės, su kuriomis vertintojai susitiko per vizitą kolegijoje.

Agroverslų technologijos yra viena pirmųjų studijų programų Lietuvoje. Anksčiau ši kolegija taip pat daugiausia dėmesio skyrė sodininkystei. Prieš keletą metų programa nebuvo populiari, bet, susipažinus su papildoma ir per vizitą išgirsta informacija, susidomėjimas ja auga. Kauno kolegijos Agroverslų technologijų programą siekiama ir toliau plėtoti ir vystyti.

Kauno Agroverslų technologijų studijų programos vadovybė dirba sumaniai. Tai rodo ir sėkmingas studijų programos perkėlimas iš kito kolegijos padalinio. Vis dėlto praktinis ūkio darbų mokymas kelia tam tikrą susirūpinimą. Per vizitą Kaune vertinimo grupė sužinojo, kad Agroverslų technologijų programos studentai naudojami tik viena specialiai žemės ūkiui skirta programine įranga, nors Europoje tokių programų yra daug. Lietuvos žemės ūkio srityje šios ir taip pat kitos GI (angl. *Geographic Information*) sistemos kompiuterinės programos yra plačiai naudojamos. Šių IT įgūdžių trūkumas vertinimo grupei kėlė nerimą.

Kauno kolegijos Agroverslų technologijų programa yra realizuojama dideliame padalinyje. Dėl to programos vadovybė susiduria tiek su iššūkiais, tiek ir su galimybėmis. Materialiųjų išteklių panaudojimas labai priklauso nuo to, ar padalinyje tinkamai bendradarbiaujama su kitomis studijų programomis. Šis faktas bei nemažas esamų studentų ir absolventų skaičius rodo, kad Kauno kolegijos Agroverslų technologijų programa yra pajėgi gyvuoti ir ateityje.

Aktyviai bendradarbiaujama su socialiniais partneriais. Kolegijoje rengiamos apvaliojo stalo diskusijos ir metinė konferencija. Kai kurie socialiniai partneriai dirba Agroverslų technologijų programos dalykų dėstytojais. Per vizitą socialiniai partneriai buvo aktyvūs ir pateikė kelis bendradarbiavimo su kolegija pavyzdžius. Vis dėlto, ši bendradarbiavimą būtų galima dar labiau stiprinti. Vėliau šios programos studentai iš daugybės įvairių įmonių, mokslinių tyrimų institutų ir universitetų sulaukia gerų darbo pasiūlymų.

Tačiau dėl programos perkėlimo iš kito kolegijos padalinio į Kauną daug kas pasikeitė. Galbūt ši sprendimą reikėtų įvertinti iš naujo, nes pasikeitė aplinka, atsirado naujų socialinių partnerių ir naujų mokymo galimybių.

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III. REKOMENDACIJOS

1. Agroverslų technologijų programos perkėlimo į Kauno kolegiją procesas vyksta sklandžiai. Pradėtą darbą reikėtų tęsti.
2. Agroverslų technologijų programoje reikėtų daugiau dėmesio skirti taikomiesiems moksliniams tyrimams. Absolventų ir socialinių partnerių įsipareigojimais nepaprastai dideli. Moksliniai tyrimai ir taikomoji veikla (angl. Research and development, R&D) ši

bendradarbiavimą dar labiau skatintų. Nugalėtojais paprastai tampa visi sėkminguose mokslinių tyrimų ir taikomosios veiklos projektuose dalyvaujantys partneriai. Absolventai ir socialiniai partneriai labai noriai dalyvauja programos plėtros darbe. Todėl reikėtų šiais ištekliais naudotis.

3. Investicijos į laboratorijas ir praktikai skirtą įrangą turėtų būti toliau vystomos. Agroverslų technologijų programoje taip pat reikia numatyti investicijas, skirtas naujai kolegijos bibliotekai, reprezentuojančiai visą kolegiją. Į šį skubų darbą reikia įtraukti visą personalą.
4. Agroverslų technologijos programos kryptis – sodininkystė. Šią kryptį reikėtų dar labiau stiprinti ir, jei įmanoma, priderinti prie Europoje plačiai paplitusios į bioekonomiką orientuotos politikos. Naujasis profilis panašus į ankstesnįjį, sodininkystės, todėl bus galima ir toliau gerinti anksčiau užmegztus svarbius tarptautinius ryšius.
5. Personalas, atrodo, yra pasirengęs pritaikyti savo įgūdžius tam, kad naujus materialiuosius išteklius galėtų panaudoti kuo geriau. Reikėtų labiau padrąsinti ir studentus, kad studijuodami daugiau naudotųsi turimomis duomenų bazėmis bei programine įranga. Tikimasi, kad šiam tikslui pasitarnaus ir naujoji biblioteka.
6. Vertinimo grupė rekomenduoja, kad tarptautiniai kolegijos ryšiai ir toliau būtų gerinami. Reikėtų stiprinti Agroverslų technologijų programos tarptautinius kontaktus. Visi lektoriai turėtų gebėti kalbėti anglų arba vokiečių kalba. Dirbant sistemingiau tai galima pasiekti. Taip pat sistemingiau turėtų būti dirbama ir studentų tarptautinių mainų srityje. Reikėtų susitarti ir studentams pasiūlyti daugiau įvairesnių tarptautinių mokomosios praktikos ar stažuotės tikslų.
7. Per vizitą vertinimo grupė išreiškė didžiausią susirūpinimą tuo, kad reikia kuo skubiau plėtoti materialiąją bazę, skirtą darbo su įrengimais bei augalais praktiniams įgūdžiams ugdyti. Tai yra vienas svarbiausių Agroverslų technologijų programos uždavinių.

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