



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinės kolegijos
KRAŠTOVAIZDŽIO DIZAINO PROGRAMOS (653H93004)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *LANDSCAPE DESIGN STUDY PROGRAMME*
(653H93004)
at Klaipeda State College

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kraštovaizdžio dizainas</i>
Valstybinis kodas	653H93004
Studijų sritis	Technologiniai mokslai
Studijų kryptis	Inžinerija
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Kraštovaizdžio projektavimo profesinis bakalauras, inžinierius
Studijų programos įregistravimo data	2002-08-30

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Landscape Design</i>
State code	653H93004
Study area	Technological sciences
Study field	Engineering
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Landscape Design, Engineer
Date of registration of the study programme	30-08-2002

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I. INTRODUCTION

Klaipeda State College (KSC) is the third public college in Lithuania according to the number of students of ca. 4000-4500. The college studies are oriented to an application of practical knowledge and preparation of graduates for working activities. The KSC Faculty of Technologies is responsible for 9 study programmes leading to professional Bachelor's degrees, among them the Landscape Design study programme. The programme was approved as "Green Plantations and Design" in 2002. The last update of the presently named "Landscape Design" study programme was in 2011. This renewal was recommended as positive by two experts.

There is another institution in Lithuania leading to a Landscape Design study programme, plus some others with study programmes closely related in name and contents (e.g. Landscape Gardening and Design). They also share closely related aims and goals and vary mainly in the final focus of their studies according to the territory where they are settled. The KSC describes the LD graduates, whose employability is high, as able to work in landscaping companies, nursery gardens of ornamental plants, farms, public parks and squares, botanical gardens, in the field of flower arrangement and develop other activities through rendering of landscaping services and services of interior decoration using plant compositions.

The present evaluation report has been carried out by the team of external international experts as indicated in the front page of this document. The team has done the analysis based on the documentation provided to the experts by the Lithuanian Center for Quality Assessment in Higher Education, including the Self Evaluation Report (SER) and additional information provided as annexes, the Methodology for Evaluation of Higher Education Study Programmes, the procedure of the external evaluation and accreditation of study programmes and methodological guidelines, General regulations for technological science studies, and the Law on Higher Education and Research of the Republic of Lithuania. Additional information was collected at the institutional websites. Evidences were also collected during the visit to the institution on 5th November 2012, organised by the Lithuanian Center for Quality Assessment in Higher Education.

The external experts' visit included meetings with the different agents participating in the study programme (KSC administration staff, responsible team in charge of the SER, teaching staff, students, graduates and employers), plus on site visits to the study programme facilities (teaching rooms, laboratories, equipment, open areas, library) and review of the students final papers (Thesis). The English translation provided by KSC during the visit was very professional and this work was also instrumental for an excellent mutual understanding. The external committee also thanks the KSC organizers, together with the participants to the different meetings, for

providing all the inputs and information that required the external team for producing their study programme report suggesting the recommendations for its improvement.

The self-evaluation team was selected through a procedure approved by the KSC director. It was composed by 9 members, which include the 3 associate professors involved in the LD study programme, representatives of the lecturers, the Vice Dean of the Faculty of Technologies, the director of Klaipėdos zeldiniai Ltd., and a representative of the students. The director of the department in charge of the study programme was included in the team as one of the associate professors. The team agreed on a schedule and responsibilities, and succeeded in producing the SER plus 6 annexes. Procedures followed to produce the SER are indicated at the document.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims, objectives and outcomes have been defined by the KSC Integrated Development Strategy and are centred mainly in the labour demand of the territory. The SER is clear in the three main objectives, training of landscape designers, develop skills and attitudes towards civil values, and offer education at professional Bachelor degree. They are made public at the Town and Country Planning Department website (Department name at the SER; at the website the Department is named Land Management), both in Lithuanian and in English, although there are no indications on how to reach to it, and through other publicity measures. The SER considers the programme to be the only one in the area and thus it escapes regional competition. However, more ambitious goals than regional ones are to be pursued; limitations on the availability of the information to a wider population of students outside Klaipėda area of influence are to be eliminated, including reaching to foreign potential students, e.g. the programme should be clearly available from the KSC website front page. The programme managers understand that the LD study programme at Klaipėda is unique for its interdisciplinarity and the integration of engineering and artistic fields. However this is not that clear; LD or closely related study programmes are offered at 4 other Lithuanian Colleges with some differences and emphasising different aspects but in which the basics are fairly equivalent.

The SER explains that LD study programme demand at KSC has been concluded after the analysis of the social regulations, after collecting external agent' inputs and the requirements of the residential surroundings, which is presently in line with the fast and good employability reported for the graduates. Some KSC LD graduates choose to continue their formation in related subjects at Klaipėda University or at other Lithuanian Universities. Overall, the employers'

evaluation of the graduates from KSC is good and the present labour market justifies the need for the LD programme.

The learning outcomes are grouped in 5 sections, which are clear and public at the KSC department website, and are also available in English. They include the graduates' competences and they are well defined, except for the association made at the SER (p.15 and tables 3 and 5) between cognitive skills to acquire (indicated as a descriptor in Table 3 that leads to learning outcomes B1, B2, B3 and B4) and the ability to carry out research (in Table 5 the same learning outcomes B1, B2, B3 and B4 are now included under the new epigraph: "ability to carry out research"); it is not the same "cognitive skill" that "ability to carry out research".. Careful translation and consistency of terms and concepts between Lithuanian and English along the documentation and the public information is required. The LD studies correspond to the Level 6 of the European Qualifications Framework of Higher Education, which includes, among others, advanced knowledge and abilities, innovation and decision making, but not research. Internal work has to be made to recognize the precise terms in which the described "cognitive skills/ability to carry out research" has to be pursued. Other aspects for improvement are outcomes related to landscape planning and the ability to communicate in at least one foreign language.

The SER explains that the programme is based on the Lithuanian laws, including the Law on Green Plantations with the "bases for legal regulation of safety and maintenance of green plantations and plantings, creation of green plantations and cultivation of plantings" and that establishes the training requirements and certifications for being in charge of certain related activities.

The programme name, the learning outcomes and the content and qualifications offered are compatible, but some improvements are required. The name is not totally clear when considering the contents and learning outcomes. The SER defines the learning outcomes to be tackled at the different study subjects. However some learning outcomes (B2, B3 and B4) should be better covered, and the contents are oriented more to the plant and gardening and to small objects (primarily homesteads) (SER p. 20) than to the wider landscape designer. The SER is not conclusive in indicating the learning outcomes on landscape; as subjects involved it cites "Small architecture" and practical trainings (p. 25-26). The SER (p.29) also mentions that the programme is "oriented towards preparations of specialists able to solve landscape management problems of the country raised by sustainable development interests". Even though the graduates may work in this area, there is no such specialization in the programme. All these partial inconsistencies are to be corrected in the near future and the engineering and landscape profile improved. The Landscape Design KSC graduates are qualified to work in the subject areas, but

the graduates are not especially high qualified as landscape designers. Also, the acquisition of the named “skills to carry out research” indicated at the SER requires to be redefined and clarified, and the subjects to which this outcome is allocated should clearly include it at their corresponding fiches, which is not presently the case. No incompatibilities have been detected.

2. Curriculum design

The curriculum design meets the general legal requirements as shown at table 4 of the SER. The LD study programme can be pursued full time or part time. The number of credits per subject is not regulated and ranges from 3 to 9 depending on the nature of the subject. The distribution in number of subjects per semester for full time students is stable: 7 per semester and some subjects have been split in two consecutive semesters. There is a wide diversity on the thematic of the subjects, facilitating that their names and contents were not repetitive.

For the student choice of specialization, the study programme offers 3 optional subjects that are organized in packs so that the choice is not free but limited within each pack. The first pack is between 2 optional general subjects, the second and the third one between 4 and 3, respectively, optional subjects within the study field. The number of the optional subjects is enough, however the subjects are not structured attending units of knowledge or specialization areas. In addition, one optional subject falls into the scope of the general courses. From these points of view, the subjects’ organization is limiting for the choice of the optional subjects and they miss the opportunity for providing specialization according to the students’ interests.

There are some other possibilities for improving the curriculum design and adapt it better to the requirements of being both of a wide scope and at the same time able to provide specialization. The general courses dedication is 40% over the basic established by the corresponding law, that is, 6 general subject credits could be transferred and dedicated to specialization. In addition, the contents of some other study field subjects are too generic and not especially oriented towards the LD specific requirements (e.g. applied mathematics) and fail to provide a plus value to the LD study programme, while others became too instrumental and also miss to widen the future possibilities of the graduates (e.g. information technologies is greatly dedicated to using word and excel). The engineering and landscape content of the LD study programme is to be strengthened at the same time that these changes are implemented.

The subjects’ contents have been revised and updated in 2011, the subject fiches have been renewed and new learning tools have been introduced in some subjects. Information technologies means computing and software has been incorporated. The use of available information resources and the corresponding analysis, as much as practical outcomes, are reflected mainly at

the final thesis. The SER (p. 45) also indicates that the topics of the subjects have been renewed considering the newest Lithuanian and foreign literature, but the use of the foreign literature is more than limited. Annex 1 does not include it as main literature except in one subject. Other 8 subjects out of 36 (the 3 foreign language subjects and the final thesis not being included) include 1 to 3 foreign resources, with a total of only 7 recommendations in English and 4 in Russian for all the LD studies. The study programme points to the relevance for the students being able to communicate in Lithuanian and in at least one other language (SER Table 3, E2 learning outcomes), but this aspect is addressed only by the obvious “foreign language”, “dendrology...”, which interestingly does not recommend foreign literature, “standard language” with emphasis in the correct professional Lithuanian language, and the final thesis. The outcome of being able to communicate in at least one foreign language receives less than little attention.

The contents, organization and methods of the programme for the full time studies are appropriate for achieving the learning outcomes as defined at the Town and Country Planning department. Still some improvements are required: the redefinition of the cognitive skills/research objectives, and the acquisition of personal skills to communicate in at least one foreign language. On the other hand, the correspondence between the described learning outcomes and the name of the study programme should be stronger, and contents of the engineering area of the landscape design are to be emphasized in the subjects.

Regarding the number of credits, the SER indicates a share of 3 credits for the general knowledge and elective courses, 3-4 credits for optional study subjects and those dealing with cognitive abilities, and 5-9 credits for subjects including practical abilities. However, when considering the subjects in detail, the relationship is not that simple: many 3-4 credit subjects include special skills among their outcomes (Table 5 of the SER), which are otherwise defined as practical skills at Table 3 of the same document. The same applies to some subjects that cover practical outcomes, which also indicate learning competences in the section “ability to carry out research” at table 5. The definitions of the learning outcomes are clear at the English version of the department website, but the SER table 5 has introduced “ability to carry out research”, new confusing and not equivalent terms.

3. Staff

The staff meets all legal requirements and is contracted according to the general Lithuanian laws and the KSC regulations. Even though the SER and annexes have not been very instrumental for providing the precise number of teachers involved in the processes, it has been confirmed during the visit that there are 3 teachers presently holding a PhD degree, which represent more than

10% of the teachers. Another legal requirement is that more than 50% of the teachers must have at least 3 years of practical experience in the field of the taught subject. This is clearly accomplished for the LD study programme at the KSC, although the closeness of this experience to the subject they teach includes great variations. Also, several teachers continue their involvement in the practical work, but a significant number of them are now more dedicated to their teaching activities at the KSC.

The vast majority of the specialty subject teachers hold a Master's degree closely connected with their teaching activities. Some of them have received their degrees in Lithuanian institutions outside Klaipeda; this diversity of study origins is an advantage factor to consider for contacts with most Lithuanian academic institutions, or potential employers inside and outside Klaipeda.

Up to 7 teachers have been contracted as lecturers in recent years and the number of teachers is enough and adequate for ensuring the learning outcomes. The average of subjects per teacher is 2.5 in the LD study programme and 4.1 in total. This wide dedication may reduce the availability of the teachers for the LD students, especially for some of them that have a high number of teaching hours and which at the same time are preferentially dedicated to other study programmes.

The SER indicates that the teachers contact work is up to 1000 hours per year with less than 600 hours remaining for the rest of the activities, including lecture preparation, research and activities to improve the teaching process or to promote progress in the own professional career. A new procedure has been introduced at KSC, starting in the academic year 2012-2013 limiting the teachers' workload allocation for contact work to no more than 800 hours, about 50% of their working time. This is a very sensible measure for improving the teachers' contribution to the study programme through their gain in skills, international relationships or research, but there are no indications of accompanying measures directed to improve the efficiency in the use of that number of hours. Specific measures to incentive the teachers towards their progress should be implemented, for example as open competitive internal calls for participating in projects, conferences etc., specially including measures to promote tertiary education.

The external expert team has stated along the visit that teachers are self-stimulated to improve and highly motivated, and the working atmosphere present at KSC LD study programme is excellent, a key factor for the success of this programme. Equally, the age distribution of the staff teaching the specific subjects within the LD study programme is a positive value; 2 teachers over 60 years, 2 between 50 and 60, a majority of 7 in their 40's and a younger group of 6 in their 30's. The opportunity to increase the competences of the younger and more recent teachers is now optimal and the senior teachers should play a valuable role, with the support of the institution e.g. facilitating the organization of research teams. Lack of established institutional

support and structures is presently counteracted by the personal activity and dedication of the teachers; however, internal collaboration in teaching and research should not be left to personal initiatives but established, promoted and formally incentive by the institution. The lack of measures for structural cooperation may slow down the quality progress. Invest a share of the resources in the teachers; promoting and facilitating them to follow tertiary education, results in the middle and longer term in a more competitive institution.

That said, conditions for the professional development of the teaching staff at KSC LD study programme are good as regard to the availability of resources and the working environment. In most cases the institution has taken a post-role that in some cases has led to improving their contracts after measuring, quantifying or qualifying the teachers' activities (e.g. activity plans). The institution has not established specific measures for the teachers' individual incentive, but has been sensitive in allowing their professional development.

Among the activities fostered by the institution is the educational project for the improvement of the studies carried out for two years and in which ca. 50% of the teachers have participated. Four more teachers have participated in another project. The institution has also offered the teachers some courses for improving their teaching competences, mostly related with the internet implementation and software facilities (LandCad, webCT, SPSS,..). A reduced number of mobility actions have also taken place at the European level. On their own, teachers also participate in a range of activities. This participation is not structured in research or teaching teams but merely developed by individual initiatives in which occasionally others may also participate.

The teachers holding a PhD degree have substantially higher dedication to projects and applied research oriented activities; however, they are not formally assigned to become involved in upgrading the younger generation teachers. The activities carried out by the teaching staff in addition to their contact lessons are numerous and varied, but their involvement in competitive research projects is very restricted. The teachers' mobility rate is also very limited. Few of them have visited an external institution or received visitors from abroad. Factors limiting these activities may include the number of contact hours, the low number of PhDs, and the lack of research groups or teaching teams, together with the professional orientation of the LD study programme.

4. Facilities and learning resources

The SER and the on-site visit show that there are not limitations in the premises for studies but on the contrary they are overall adequate and good. The procedure follows a bottom-up planning

from the teacher to the College and also no limitations have been identified. The visit has confirmed the adequacy of the room and space facilities: teaching rooms, laboratories, rooms for other practical activities, scientific research facilities, library, and facilities for social purposes. The study programme also provides space for the students' individual work, but there is no cafeteria or alternative room provided with utilities (e.g. microwaves) where the students could eat. Suggestions from students are not foreseen. The quantitative indicators and average space per student is good and above the average at the KSC Faculty of Technologies.

Teaching rooms have been recently renovated and equipped with the standard multimedia means. The available computer equipment and software is also good and the college has been continuously renovating it. Laboratory equipment and other instrumentation are also adequate and no specific needs are identified. The faculty has also sufficient technical personnel in charge of the general (library, computers and software, etc.) and of the open space facilities for the implementation of the study programme.

Open air resources for practices with plants are ca. 1 ha at the KSC nursery garden of ornamental plants with a collection of plants. It is correct and partially available presently, with ambitious plans to organize this area in collaboration with the private sector that have to be fostered. The space is big enough to contain many plant species for their use on practical lessons and a closed area and greenhouse would make the total resources for plants fully satisfactory. Indoor plants are installed at the drawing room.

The students' practices take place at the LD study programme facilities and for the final practice it is mainly done at companies outside the KSC, thus facilitating the students to enter in contact with the practical use of their learning process and with potential employers. When the situation allows it, the practice and the final thesis are located at the same or related sites. The SER indicates that the number of cooperation agreements is enough to fulfil the needs of the third year students and no limitations have been identified, examples are given but precise numbers are lacking.

Teachers produce learning materials on their own, which are fully accessible to the students through Moodle system. Information of each study subject is provided by the teacher at the fiche, which contains most information the students require, including the recommended literature. Together with other college libraries accessible to the students, the Faculty of Technology library has enough units of the main literature for the students' requirements. However, literature is essentially in Lithuanian. Introducing literature in English is required to widen the skills and development of the students. The on-line and on-site accessibility of the library and study rooms, and the computer facilities at the library are good; the opening schedule is wide, including Saturdays up to 15.00h.

The provisions for the library expenditures have been variable among the years. The allocation of the library funding has to be done so that there are no discontinuities in periodical collections. Printed publications are most of the library purchases, electronic documents purchases and databases are still low. The SER (p. 106) also explains that there are some international databases accessible to library users. A higher share of the resources may be dedicated to on-line scientific publications or data bases. A Catalogue of Ornamental Plant Nursery of Klaipeda State College is also accessible through the library but only in Lithuanian. Investing in an English version of this catalogue and promoting its knowledge outside Klaipeda would be a good support for international knowledge of the LD study programme

5. Study process and student assessment

The admission procedures follow that established by the general Lithuanian laws and regulations, and the general admission is managed externally. Admission data for full time students along the years show that while the number of applications remains high, the final admittance is steady, and the average competition score increases, but the 1st choice applications has fallen sharply in 2011. For part-time students the admission and their competition score are lower, which may be related with their limited success. Concern has to be raised for the high abandoning rate; it requires an in depth analysis.

There are two ways to follow the study process: full time or part-time. For part time studies, the planning to pursue the LD study programme in 4 years instead than in 3 is correctly performed and most aspects are common with those of the full time studies. For the full time studies the study process is organized in a way that the last semester includes only 2 study subjects, 2 practical subjects and one elective, plus the 9 credits final thesis. One of the practical subjects is the final practice, so that 25% time of the last semester is for final practical work and documentation. The “final practice” is physically located at an external company and is monitored in situ by a company representative, and a teacher is in charge of the academic subjects.

Overall, the instruction received by the students provides the required knowledge and the instrumental tools. However, the equilibrium is uneven for the relationship between the different subjects and how they address the learning outcomes. Outcomes on knowledge and its application are divided in 3 sets (SER Tables 3 and 5), all of them addressed by a significant number of subjects (SER Table 5). Cognitive skills have been identified as ability to carry out research, but the association between knowledge and research is not appropriated, and the process to provide the students with cognitive skills is different that teaching them how to carry

out research. Cognitive skills have been defined in 4 sets, (SER Table 3) more in the context of logical thinking and analysis than to design and carrying out research. Descriptors B2 and B3 are addressed by a too limited number of subjects; B4, the one which is more oriented to research, is associated to only 3 subjects: “Drawing”, “Floriculture” and “Design of green plantations”. The drawing subject fiche does not point to research among the objectives but towards acquiring skills and develop creativity; the connections with the learning outcomes include analysis skills but no research. Consequently, the content of Drawing includes a wide number of practical and theoretical lessons, and points to creativity but not to research activities. The case for “Floriculture” points to the same direction of analysis and also to decision making, but not to carrying out research. Finally, the “Design of green plantations” points towards logical deduction and thinking and seeks the students to make rational decisions on their own, but not to design and carry out research. Interestingly, the topics and content of the “methodology of applied research” subject cover not all but nevertheless a wide range of the research implementation tasks. Only the “Final practice” and “Final thesis” subjects, that involve individual work closely monitored by an individual teacher, may allow students to acquire research performance abilities.

The students’ compulsory participation in practical activities involves applied scientific activities. They carry out projects whose objectives are defined and they elaborate and defend a document resulting from their work. Some of them prepare articles and give presentations in meetings or conferences, or under the promotion of the teacher, participate in external activities. Participating in these activities is promoted in different ways, including compensation in subject credits or monetary provisions to context winners. In addition, the LD study programme coordinating department promotes the active participation of the high level students by providing some of them with a scholarship fund.

The student participation in mobility programmes is weak. It is restricted to the best students and is also limited by other factors, as the number of international agreements or funding.

Regarding the institutional academic and social support, new students entering the LD study programme at KSC attend a study orientation course. The library also provides an introductory lecture on the use of its resources. The Moodle environment implemented is another support for the students. Direct support from the teachers works on an individual basis and through e-mail. Additional support is provided through KSC Public Relations. Other types of social support external to the LD study programme include psychological support and accommodation at KSC dormitories.

The assessment system and procedure of the students' performance has been clearly described at the SER. The subjects' fiches provided for every subject include the number of items evaluated and their percentage contribution to the final score. The students have several opportunities to succeed with each study subject they are familiar with the evaluation procedures and timing. The information not available at the fiches is given to the students along the lectures and a part of it is also at the intranet.

Around 50% of the graduates start working in companies related with their study field, or establish by themselves as independent companies. Some graduates become employers that keep collaboration with the Town and City Department in accepting students to carry out practical subjects and training, which is very good for the programme to keep close contact with the working environment and to help the graduates to enter in contact with the labour market.

6. Programme management

At the college level the dean of the Faculty of Technologies is responsible for the organization and quality of the LD study programme at KSC, and at the department level the head of the department. The SER (p. 37) defines several structures that interact among them for the management of the study programme with boundaries of tasks and responsibilities and the flowchart among them (p. 153-Figure 1, p.154-155) that at least at the SER is not made fully clear. The main organizer of the activities remains the department, and its head is also the coordinator of the LD study programme from 2003.

The Study Programme Committee, composed by teachers, students and external social partners, is in charge of making proposals to improve the programme. The outcomes of this committee are sent to the Study Quality Committee, which according to the SER directs their conclusions back again up to the head of the department. There are several levels at which proposals and recommendations can be made, reviewed and proposed, but a transparent follow-up of the whole process flowchart is still lacking. At the department level decisions are said to be made collectively, and based on positive collaboration, without public formal procedures established for the decision process; most is left to positive agreements.

Information on every subject, the quality of the study programme and the study process is collected through surveys to the agents involved in the study programme (students, teachers,

graduates, employers, and social partners); this information is used by the Head of the department, assisted by the Study Programme Committee, to make decisions for improving the programme.

The process follows a bottom-up way from the teachers, students, and social partners' internal assessment, opinions or proposals up to the Head of the Department and the Study Programme Committee. The SER indicates that the opinions on the LD study programme have been considered for improving the programme; not established action procedures known in advance to that decision making process are given. A system facilitating to collect anonymous suggestions should be implemented and a more transparent process would also contribute to increase the teacher and student participation in the programme improvement, presently limited to 68 and 50%, respectively. Also, no statements on the scheduling for the improvement process are given; it seems the Lithuanian administrative reforms and modifications on the Higher education laws may have influenced on this, but the work remains to be done for the LD study programme.

There is a Study Quality Guide to regulate the internal assurance of the studies at KSC. The Study Quality Committee is in charge of the work, and the basic steps, stages and criteria are described at the SER (p.165), and the results are made available to the agents involved.

The SER provides no quantitative data and analysis for the past 5 years. It includes an action plan (SER Annex 5) according to the remarks made by two experts that also made a positive evaluation of the programme. One clear and positive statement was that the objective, contents, methods, and recommended literature of the study subjects had been renovated, and another was on the innovation in teaching methods and focus on the independent student learning. These two measures are recognized as efficient. One remark indicates unclear information on the cooperation with external companies for the practices; most others refer poor information on some subjects, including the lack of availability of the subjects' description in English. Corresponding plans have been to include the information at the SER, which limits the information access and is not enough. Most of the information, and especially that related to the external dissemination of the programme, subjects etc. should be made available to the general public, this including an English version. Equally, subject descriptions and fiches in Lithuanian and English should be not only at the SER but also accessible to the public, e.g., through the LD study programme website.

Although the SER and the visit confirm that the collaboration with social partners is enough to meet the study programme requirements, objective quantitative information would have been very useful.

III. RECOMMENDATIONS

1. Facilitate the access to the LD study programme information outside Klaipeda: make it more visible and easily to find at the KSC website. Include clear and accurate English translation, or access through links, on the programme, programme aims, subjects and fiches, or learning outcomes.

2. Increase the number of credits or subjects directly related with the LD study programme, specifically those focusing on the engineering and landscape design; redefine some subjects' content towards the LD specificity. Review the connections between the subjects and the learning outcomes considering also the correspondence with the subjects' information provided at the fiches. Increase the means to improve the ability to communicate in at least one foreign language. Make use of all the optional subjects' credits in a flexible way that allows the students some specialization according to their interests.

3. Establish measures to promote and improve the staff efficiency in the future: implement accompanying measures and internal competitive calls or equivalent measures to incentive the teachers in ways that revert into the programme (e.g. tertiary education, international mobility, competitive research projects...). Provide also structures for creating research and or teaching teams that take advantage of the teachers holding a PhD degree for increasing the competences of the younger and more recent ones. Establish also other measures to increase the student participation in mobility programmes outside Lithuania.

4. Set a system to collect suggestions anonymously. Foster the collaboration with the external agents towards the improvement of the open air resources for practices: closed area and greenhouse. Include more English literature in the library resources, a measure that is to be coordinated with the subject studies recommended literature and information resources. Consider the translation to English of the Catalogue of Ornamental Plant Nursery of Klaipeda State College accessible through the library. Study the convenience of providing a facility or room where the students and teachers can eat or heat their own meals.

5. At the programme management level, make use of systematic surveys for all agents involved in the study programme. Establish decision making procedures at the department level.

IV. SUMMARY

The aims, objectives and outcomes are made public both in Lithuanian and in English at the website of the Department in charge of the Programme, but it should be more visible at the KSC website and careful translation and consistency between Lithuanian and English is required. The programme name, the learning outcomes and the content and qualifications offered are compatible within each other but some learning outcomes should be better covered, the engineering and landscape profile improved and the ability to communicate in at least one foreign language should be improved.

The curriculum design meets the general legal requirements and contents, organization and methods of the programme are appropriate for achieving the learning outcomes, but the correspondence between learning outcomes and name of the study programme should be stronger and the number of credits directly related with the LD study programme increase. The subjects' names and contents are not repetitive and were updated in 2011; the subject fiches renewed and new learning tools introduced, but the use of the foreign literature is more than limited; means to improve the ability to communicate in at least one foreign language should improve. The subjects' organization is limiting for the choice of the optional subjects and they miss the opportunity for providing specialization.

The staff meets all legal requirements. Seven teachers have been recently contracted and the number of teachers is enough and adequate. Conditions for the professional development of the teachers at LD study programme are good. They are self-stimulated and the working atmosphere is excellent, a key factor for the success of the programme, the age distribution is also positive for the turnover. Moreover, a new procedure introduced at KSC limits the teachers' workload for contact work, and specific accompanying measures to stimulate the teachers' career should be implemented. Internal collaboration should not be left to personal initiatives but established, promoted and formally encouraged by the institution. A reduced number of mobility actions have taken place at the European level. On their own, teachers also participate in a varied range of activities but their involvement in competitive research projects and the teachers' mobility rate are very limited.

The premises for the study are adequate and good. Teachers produce fully accessible learning materials. Teaching rooms have been recently renovated and conveniently equipped. Computers, software library, etc. are also good, although the library should have more books in foreign languages. Open air resources for practices with plants have ambitious plans to organize this area in collaboration with the private sector that have to be fostered. The final practice it is mainly done at companies outside the KSC, thus facilitating the students to enter in contact with potential employers.

The 1st choice applications have fallen sharply in 2011. There are courses for students arriving. The students' compulsory participation in practical activities involves applied scientific activities. The active participation of the high level students is promoted and some of them prepare articles and give presentations, but the student participation in mobility programmes is weak and restricted to the best students. The graduates' employability is fast and good. Around 50% of the graduates start working in companies related with their study field.

There are several levels at which proposals and recommendations can be made, reviewed and proposed, but the follow-up of the whole process should gain transparency. At the department level decisions are made collectively and based on positive collaboration, without public formal procedures established for the decision process. A system facilitating to collect anonymous suggestions and systematic surveys for all agents involved in the study programme should be implemented. The teachers' and students' participation in the programme improvement should increase.

V. GENERAL ASSESSMENT

The study programme of Landscape Design (state code – 653H93004) at Klaipeda State College Higher education institution is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
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
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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Vertimas į lietuvių kalbą

III. REKOMENDACIJOS

1. Didinti Kraštovaizdžio dizaino studijų programos žinomumą už Klaipėdos ribų: padaryti programą labiau matomą ir lengviau randamą KVK interneto svetainėje. Įdėti aiškų ir tikslų vertimą anglų kalba arba nuorodas į programą, jos tikslus, dalykus, aprašus ar numatomus studijų rezultatus.

2. Didinti kreditų skaičių ar tiesiogiai su Kraštovaizdžio dizaino programa susijusių dalykų, ypač orientuotų į kraštovaizdžio dizainą ir inžineriją, skaičių; performuluoti kai kurių dalykų turinį, kad jis geriau atspindėtų Kraštovaizdžio dizaino programos specifiškumą. Peržiūrėti sąsajas tarp dalykų ir studijų rezultatų atsižvelgiant į jų atitikimą dalykų informacijai, pateiktai aprašuose. Didinti priemones, skirtas bendravimo bent viena užsienio kalba įgūdžiams gerinti. Lanksčiai peržiūrėti pasirenkamųjų dalykų kreditus, kad studentai galėtų rinktis norimą specializaciją.

3. Ateityje numatyti priemones, skatinančias ir gerinančias dėstytojų veiksmingumą: įgyvendinti papildomas priemones ir skelbti vidinius konkursus ar lygiavertes priemones siekiant paskatinti dėstytojus tobulėti, kad jų tobulėjimo rezultatai atsispindėtų programoje (pvz., tretinis mokslas, tarptautinis judumas, konkursiniai tiriamieji darbai...). Taip pat numatyti tyrimų ir (arba) mokymo grupių kūrimo struktūras, kurios pasitelktų daktaro laipsnį turinčius dėstytojus jaunesnių ir neseniai dirbančių dėstytojų kompetencijai kelti. Taip pat nustatyti kitas priemones, skirtas studentų dalyvavimui tarptautinėse judumo programose didinti.

4. Įvesti anoniminių pasiūlymų rinkimo sistemą. Vystyti bendradarbiavimą su išorės socialiniais dalininkais siekiant pagerinti materialiąją lauko bazę praktikai: aptvertą teritoriją ir šiltnamį. Į bibliotekos išteklius įtraukti daugiau literatūros anglų kalba – šią priemonę reikėtų suderinti su dalykų studijoms rekomenduojama literatūra ir informaciniais šaltiniais. Apsvarstyti galimybę išversti Klaipėdos valstybinės kolegijos Dekoratyvinių augalų augyno katalogą, kurį galima rasti bibliotekoje, į anglų kalbą. Išanalizuoti galimybę suteikti patalpas, kuriose studentai ir dėstytojai galėtų pavalgyti ar pasišildyti savo atsineštą maistą.

5. Programos vadybos lygiu atlikti sistemingas visų studijų programos socialinių dalininkų apklausas. Katedros lygiu įvesti sprendimų priėmimo procedūras.

IV. SANTRAUKA

Programos tikslai, uždaviniai ir numatomi studijų rezultatai skelbiami viešai tiek lietuvių, tiek anglų kalbomis programą kurujančios katedros interneto svetainėje, tačiau programa turėtų būti matomesnė KVK interneto svetainėje, pateiktas tikslesnis ir nuoseklesnis vertimas iš lietuvių kalbos į anglų kalbą. Programos pavadinimas, numatomi studijų rezultatai ir turinys bei teikiamos kvalifikacijos dera tarpusavyje, tačiau reikėtų geriau suformuluoti keletą numatomų studijų rezultatų, patobulinti inžinerijos ir kraštovaizdžio aspektus, taip pat pagerinti bendravimo bent viena užsienio kalba įgūdžius.

Programos sandara atitinka bendruosius teisinius reikalavimus, o programos turinys, organizavimas ir metodai tinkami numatytiems studijų rezultatams pasiekti, tačiau studijų rezultatai ir studijų programos pavadinimas turėtų labiau atitikti tarpusavyje, o tiesiogiai su Kraštovaizdžio dizaino studijų programa susijusių kreditų skaičius turėtų būti didesnis. Dalykų pavadinimai ir turinys nesikartoja ir buvo atnaujinti 2011 m.; dalykų aprašai atnaujinti, įdiegtos naujos mokymosi priemonės, tačiau vis dar mažai naudojama užsienio literatūra; reikėtų patobulinti priemones, skirtas bendravimo bent viena užsienio kalba įgūdžiams gerinti. Dalykų išdėstymas apriboja pasirenkamųjų dalykų pasirinkimo laisvę; taip prarandama galimybė įgyti norimą specializaciją.

Personalas atitinka visus teisinius reikalavimus. Neseniai buvo sudarytos sutartys su septyniais dėstytojais; jų skaičius pakankamas. Kraštovaizdžio dizaino dėstytojų profesinio tobulinimosi sąlygos geros. Jie turi savimotyvacijos, darbinė atmosfera – svarbiausias programos sėkmės veiksnys – puiki; amžiaus pasiskirstymas taip pat yra teigiamas kalbant apie personalo kaitą. Be to, nauja KVK įdiegta procedūra apriboja dėstytojų auditorinių valandų skaičių, tačiau reikėtų įgyvendinti konkrečias papildomas priemones, skatinančias dėstytojus vystyti savo profesinę veiklą. Vidinis bendradarbiavimas neturėtų būti paliktas asmeninei iniciatyvai; jį turėtų formuoti, formaliai skatinti ir remti pati institucija. Visoje Europoje krito judumo (mobilumo) rodiklis. Dėstytojai savarankiškai dalyvauja įvairiose veiklose, tačiau jų dalyvavimas konkursiniuose tyrimų projektuose ir judumas neintensyvūs.

Studijoms skirtų patalpų pakanka, jos yra geros būklės. Dėstytojai rengia laisvai prieinamą metodinę medžiagą. Auditorijos neseniai atnaujintos ir patogiai įrengtos. Kompiuteriai ir programinė įranga ir pan. taip pat geri, nors bibliotekoje turėtų būti daugiau literatūros užsienio kalba. Yra ambicingų planų sutvarkyti materialiąją lauko bazę praktikai su želdiniais

bendradarbiaujant su privačiuoju sektoriumi; šiuos planus reikėtų vystyti. Baigiamoji praktika daugiausia atliekama įmonėse už KVK ribų, taip suteikiant studentams daugiau galimybių užmegzti ryšius su potencialiais darbdaviais.

2011 m. labai sumažėjo stojančiųjų, pasirenkančių šią programą pirmu numeriu. Teikiami kursai atvykstantiems studentams. Privalomas studentų dalyvavimas praktikoje apima taikomąją mokslinę veiklą. Gerai besimokantys studentai skatinami aktyviai dalyvauti; kai kurie iš jų rašo straipsnius ir rengia pranešimus, tačiau studentų dalyvavimas judumo programose neintensyvus; dalyvauja tik geriausi studentai. Absolventai įsidarbina greitai; galimybės įsidarbinti geros. Apie 50 proc. absolventų įsidarbina įmonėse, susijusiose su jų studijų kryptimi.

Yra keletas aspektų, kuriais būtų galima parengti, peržiūrėti ir pateikti pasiūlymus ir rekomendacijas, tačiau paskesnė viso proceso veikla turėtų tapti skaidresnė. Katedros lygiu sprendimai priimami kolektyviai, paremti pozityviu bendradarbiavimu; nėra viešų oficialių sprendimų priėmimo procedūrų. Reikėtų įgyvendinti sistemą, kuri palengvintų visų studijų programos socialinių dalininkų anoniminių pasiūlymų rinkimą ir sistemingų apklausų organizavimą. Reikėtų didinti dėstytojų ir studentų dalyvavimą programos tobulinimo procese.